



St Stephen's
CE Primary School

SEND Policy and Information Report

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1. Aims

At St. Stephen's we are committed to the provision of high-quality education through a broad, well-balanced and stimulating curriculum. We believe that everyone has unique needs and potential, and has the right to be given time, patience, interest, respect and understanding. We firmly believe in equal opportunities for all. We believe parents are our essential and valued partners and that the views, wishes and feelings of the child and their parents, and their participation in decisions are of paramount importance in achieving the best possible outcomes.

Our SEND policy and information report aim to:

- Set out how St. Stephen's will support and make provision for pupils with special educational needs (SEND);
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities;
- [The Special Educational Needs and Disability Regulations 2014](#), which sets out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report;
- [Equality Act 2010](#), which legally protects children against discrimination.

We also use the school's safeguarding policy and accessibility plan for this document.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision.

Children have a learning difficulty or disability if they have:

- A significant greater difficulty in learning than the majority of others of the same age;
- A disability that prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is provision that is additional to, or different from what other children the same age at a mainstream school will universally receive.

There are four specific areas of needs: -

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health;
- Sensory and/or Physical.

The following may not be considered as SEND but may affect progress and attainment - attendance and punctuality, English as an additional language (EAL), being in receipt of pupil premium and/or being a looked after child (LAC).

4. Roles and responsibilities

All members of the school community have a shared responsibility for achieving the school's aims and are fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND.

The commitment to meeting individual children's needs must be a partnership between all agencies involved with the child, and all parties need to work together closely and communicate regularly in order to provide continuity and consistency in approach.

4.1 The Special Educational Needs Coordinator (SENDCo)

The SENDCo is Mr. Benjamin Smith

He will:

- Work with the head teacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school (6.87 Code of Practice);
- Have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made, to support individual pupils with SEND, including those who have EHC plans;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching;
- Advise on the graduated approach in providing SEND support;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Be the point of contact for external agencies, especially the local authority and its support services;

- Liaise with potential next providers of education to ensure pupils and their parents are kept informed about options and a smooth transition can be planned;
- Work with the head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all pupils with SEND up to date;
- Keeping the staff up to date on current legislation and SEND provision;

4.2 The SEND Governor

The SEND Governor is Sarah Howard.

She will:

- Work with the head teacher and SENDCo to determine the strategic development of the SEND policy and provision in the school (6.87 Code of Practice);
- Help to raise awareness of SEND issues at governing board meetings;
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this;
- Ensure leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff and use this to keep the school improving by focusing on the impact of their actions in key areas.

4.3 The Head Teacher

The head teacher will:

- Work with the SENDCo and SEND Governor to determine the strategic development of the SEND policy and provision in the school (6.87 Code of Practice);
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability;

4.4 Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in his or her class. This includes pupils who access support from teaching assistants, special support assistants and/or outside specialist provision;
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision;
- Ensuring they follow the SEND policy and regularly review the SEND log;

- Contributing to individual education plans and/or annual reviews.

4.5 Teaching and Support Assistant

Teaching assistants are responsible for:

- Collecting evidence of progress through observations both formally and informally;
- Alerting the class teacher to concerns that have been observed through close working with the pupils;
- Tracking progress towards outcomes set by a class teacher for specific pupils with SEND;
- Providing effective feedback to the teacher on interventions;
- Collaborating with the class teacher and SENDCo to match classroom provision to the specific needs of the pupil;
- Contributing to individual education plans and/or annual reviews.

4.6 The Role of Lunchtime Supervisors

Lunchtime supervisors are given any necessary information relating to the supervision of pupils at lunchtime. They may meet a member of SLT (Senior Leadership Team) or the class teacher in relation to behaviour management and other issues for particular children.

5. SEND information report

5.1 SEND that is provided in school

St. Stephen's currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction. Where children and young people have speech, language and communication difficulties, which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others. Children with an autistic spectrum disorder (ASD) are likely to have particular difficulties with social interaction.
- Cognition and learning. Where children learn at a slower pace than others due to their age, they may have difficulty with organisation and memory skills. Moderate learning difficulties, severe learning difficulties and profound and multiple difficulties come under this term, including specific learning difficulties such as dyslexia, dyspraxia and dyscalculia.
- Social, emotional and mental health difficulties. Where children have difficulty in managing their relationships with other people and/or be withdrawn.
- Sensory and/or physical needs. Where children have visual and/or hearing impairments, or a physical need that means they must have additional on-going support and equipment.

5.2 Identifying pupils with SEND and assessing their needs

The majority of pupils at St. Stephen's will have their needs met via our 'inclusive classroom environment'. However, every child's needs are different and teachers are experienced in identifying a need; the start of receiving the right support for the child. At St. Stephen's we have a graduated approach when identifying and supporting pupils with SEND. This approach involves parents, pupils, class teachers, members of the senior leadership team, the SENDCo and where necessary, outside agencies, so that support provided is person-centred. We also identify pupils' needs when visiting all children in their pre-school settings and in their homes prior to starting school.

We use a variety of ways to identify children who may be either significantly slower than that of their peers starting from the same baseline, failing to match or better their previous rate of progress, failing to close the attainment gap between them and/or their peers or the attainment gap has widened between them and their peers. We do this by: -

- The issue being raised with the SENDCo via a reflective 'initial intervention' form stating the issues and/or any patterns. This is mainly done via the teacher (either through observations and/or formal and informal assessment). However, a need may also be identified via the head teacher, the pastoral lead, parents bringing their concerns forward and pupils themselves can ask for extra support and help. Sometimes, if the child is already being seen by an outside agency (i.e. Speech and Language), they too, may have identified an additional need that is fed back to school.
- The SENDCo will observe the child and talk to both teacher and parents in a formal setting if required. The child will be invited for part of this meeting depending on age. However, we will do our utmost to hear the child's views on the issue.
- The SENDCo will offer strategies, 'reasonable adjustments', as well as plan and implement relevant and well-informed intervention/s. In some cases, the SENDCo will see this as a pastoral/social, emotional and mental health issue and pass onto the school's pastoral lead to work with the child. A Boxall profile and access to our 'HUB' (Helping Understand Behaviours) will be offered. To know more about the HUB, please follow this link - <https://www.ststephensceprimary.co.uk/about-us/send-provision/the-hub>
The SENDCo could also refer to a relevant agency. All information and support will be placed on the child's Individual Education Plan (a monitoring provision grid). Targets will be shared with the child and parents and communication is regular between all agreed parties. Children that are receiving educational provision that is additional to/different from everyday teaching will be placed on the school's SEND log.
- This will be reviewed as required; however, this will not be longer than a half term. If progress is not being made, the school will apply for additional help and advice at Bury's 'Partnership' meetings attended by the head teacher and/or 'SENDCo to SENDCo' meetings attended by the SENDCo. In other cases, school can consider applying for SEND support or for an Education, Health Care Plan (EHCP) that require additional funding from the Council. This will require at least 4 cycles of Individual Education Plans (Access, Plan, Do, Review). This funding comes in the form of a banding system and the SENDCo will go through this with the relevant parties should the need come to this.

5.3 Consulting and involving pupils and parents

The class teacher and SENDCo will discuss with parents the most appropriate approach to be taken for each pupil. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision, listening to their views and wishes. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty;
- We consider the child and parents' concerns;
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We operate an open-door policy, which means parents can arrange to see a class teacher/SENDCo at certain points of the school day.

Parents are also given the opportunity to meet with staff and discuss the progress and attainment their child is making during two parents evenings and termly Individual Education Plan (IEP) meetings; where the targets are shared and discussed and signed once agreed. Targets are also shared with pupils, and in some occasions, discussed beforehand for their views.

When appropriate, parents/carers may be contacted mid-term to discuss the support that the school are providing and how they can help their child at home; this may be a phone call or a meeting. Pupils' views will be obtained and when appropriate, they may attend all or part of any meeting through our pupil-centered meeting (PCM) process.

Children with an EHC plan will have a child-centred annual review. The SENDCo, child, any external agencies involved, the parents and the school staff involved with that child attend. The paperwork following the annual review is sent to the Local Authority to have the child's EHC plan updated and amended if necessary.

Pupils' views will be sought through the School Council and our Ethos group.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review, which at St Stephen's we call 'Monitoring Provision'.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil;
- Their previous progress, attainment, and behaviour;
- Other teachers' assessments, where relevant;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents;

- The pupil's own views;
- Advice from external support services, if relevant.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and next stage of education

Upon admitting new children with known SEND, the SENDCo will contact the previous school to collect information, request paperwork to be transferred and arrange a meeting with the parents.

If a child with SEND transfers to another primary school, the SENDCo will contact the SENDCo at the receiving school, to share information to aid a smooth transition.

Upon allocation of secondary schools for children with SEND, the SENDCo will arrange a formal meeting to share information and hand over documents. The Year 6 teacher/SENDCo meets with representatives from the local high schools to share assessment and progress data, attendance and behaviour, and information about friendship groups to enable a smooth transition to secondary school through transition visits.

In-house, comprehensive transition paperwork is completed via a personalised transition program. This involves meeting their new class teacher and creating 'social stories' and 'pupil passports', so children feel involved in the process. The SENDCo will arrange this. Teachers also meet during the summer term to discuss SEND pupils with the child's next class teacher.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Our SENDCo is able to lead and support staff and pupils in ensuring all children with SEND are able to achieve their full potential.

High-quality first teaching (QFT) is our first step in responding to pupils who have SEND and is paramount in creating an inclusive teaching environment for all pupils. QFT looks like:

- Highly focused lessons;
- High demands of pupil involvement and engagement with their learning;
- High levels of interaction;
- Appropriate use of teacher questioning, modelling and explaining;
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups;
- An expectation that pupils will accept responsibility for their own learning and work independently;
- Regular use of encouragement and authentic praise to engage and motivate pupils.

This will be differentiated for individual pupils.

We also aim to meet and greet every child in the morning and have a reward system the children are proud of (dojos). As well, as provide enrichment activities, weekly PSHE sessions and daily assemblies are linked to the school's ethos.

We will also provide the following interventions:

- Literacy;
- Mathematics;
- Phonics;
- Hub Start;
- Precision teaching;
- Memory Magic;
- Motor Skills United;
- Time to Talk;
- Numicon;
- Wellcomm;
- Neli;
- Hub Start/Lunch;
- Dough Disco;
- Drawing and Talking;
- Working Memory;
- Lego Therapy.

We recognise the vital role that other agencies can play in ensuring that our policy for SEND is successfully implemented. Partnership working, therefore, has a high priority and this is reflected in practice.

We use the following services for expert advice when dealing with our pupils:

- Pediatrics;
- Healthy Young Minds;
- Speech and Language Therapy;
- Bury's Additional Needs Team;
- Bury's SEMH Outreach Team;
- Occupational Therapy;
- Audiology;
- Educational Psychologists and many others.

Our finances are monitored and audited regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs.

We seek to ensure a 'value for money' service; therefore, all interventions are costed and evaluated. These are put on to a whole school provision map that provides a comprehensive summary of the SEND provision across the school, accurately budgeting yearly budgets and costs.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- We have a variety of teaching programs, which target a specific area of need. Teaching assistants, overseen by the class teacher and SENDCo, usually deliver these.

These 'non-negotiables' will be discussed yearly with members of staff and consequently, amended/agreed.

Subject leaders embed the school's curriculum intent and implementation for learners with SEND into their planning by looking at the design, structure and sequence of whole-school curriculum by monitoring their action plans and intent statements.

5.8 Additional support for learning

The role of the SENDCo is to co-ordinate the SEND provision for pupils within school, ensuring the needs of all pupils with SEND are met and the support they receive enables them to achieve their potential. Our Special Educational Needs Co-ordinator (SENDCo) is a qualified teacher and has the National Qualification in Special Educational Needs, as well as receiving ongoing SEND training in specific areas.

As a school, we have access to specialist support and training from the local authority and their special educational needs team. We are also part of the Bury Primary learning collaborative which provide expert and additional training for its members.

Teachers are given the opportunity to take part in training to help improve and maintain the Quality First Teaching provision for all students, to develop enhanced skills and knowledge to deliver Wave 2 (short term support interventions) and Wave 3 (individualised support and interventions). We train through our 'annual professional activity' days and Career Professional Development (CPD) is linked to the school improvement plan. Recent examples include maximising the impact of teaching assistants. All staff members, including TAs and HLTAs, have the opportunity to attend training so they can best support our pupils with SEND, for example in Dyslexia, Autism, speech and language needs.

5.9 Expertise and training of staff

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all our pupils, staff regularly undertake training and development and updates are shared weekly through Senior Leadership Team (SLT) and staff meetings.

The SENDCO currently has 4 years' experience in this role, has gained The National Award for Special Educational Needs Co-ordination, regularly attends the Local Authority's SENDCO meetings to gather up-to-date information and attends relevant national training programs.

He is allocated 2.5 days a week to manage SEND provision.

5.10 Securing funding

Funding for SEND is received from the following sources:

- The notional SEND budgets. This is for school leaders to use in ways considered most appropriate in improving outcomes for pupils.
- Governors will allocate funds to meet the needs of pupils with special educational needs to the sum of £6,000 per child. Funding is used to provide SEND teachers, teaching assistants who support pupils with SEND in class and in small groups and for support of children at lunchtimes. All SEND resources are allocated from the main budget and based upon current needs and priorities. Appropriate books, computer programs and equipment will be purchased for all pupils with SEND across the school.

When a child requires a sum greater than £6,000 per year to meet their needs, the SENDCo will request assessment by the local authority for support plus funding or an EHCP. The LA makes decisions about levels of funding. The LA provides additional top up funding to meet the cost of the special educational provision required.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each half term.
- Reviewing the impact of interventions after each half term.
- Using pupil questionnaires.
- Monitoring by the SENDCo.
- Using provision maps to measure progress.
- Holding annual reviews for pupils with EHC plans.

A link SEND governor has oversight of the procedures in the school. The SEND governor meets with the SENDCO termly and SLT to discuss the SEND provision in school.

The school's complaints procedure is available on the school website and from the school office. Please see section 5.15 for further details.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability, complying with the Equality Act of 2010. Please read our accessibility plan in how we support pupils with disabilities. The plan can be found here - <https://www.ststephensceprimary.co.uk/about-us/send-provision/send-documents>

5.13 Support for improving emotional and social development

At St. Stephen's, we are proud of our nurturing approach in school. We have close working relationships with all our children. Therefore, the children have access to our pastoral leader, Mrs. Taylor, who runs a range of Social, Emotional and Mental Health interventions to support our children. We have a designated room, 'The Hub' that is used throughout the day to facilitate these interventions. Within the HUB, children are able to speak freely on any issues that may have arisen. We also have HUB XL, used as a before school nurturing program and lunchtime 'rest-bite' program called Hub Lunch, as well as a place for academic interventions throughout lesson time. Additional support and guidance will be sought as and when necessary and parents will be informed. Please follow this link for more details - <https://www.ststephensceprimary.co.uk/about-us/send-provision/the-hub>

We have a zero tolerance approach to bullying. Please see our Behaviour Policy - <https://www.ststephensceprimary.co.uk/about-us/policies>

5.14 Storing and managing information

The SENDCo holds central records relating to pupils with SEND. This includes copies of any IEPs, EHCPs and advice from external agencies and minutes of meetings. These files are secure on the school's server.

All staff are aware of sharing information on a 'need to know' basis. Information that is more sensitive is stored in locked filing cabinets in the head teacher's room.

All records are passed up to the feeder high school when a pupil leaves in Year 6. Information on pupils with SEND who move schools, before this time, are also passed on to the receiving school.

Confidential information is sent to the school office where it is shredded when no longer required.

5.15 Raising concerns and complaints about SEND provision

For initial concerns and complaints about SEND, provision at St. Stephens should be made to the Class Teacher in the first instance, who will discuss the complaint with the SENDCo. They will then be referred to the school's complaints policy if necessary.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that St. Stephens has discriminated against their children. They can make a claim about alleged discrimination regarding:

Exclusions;

Provision of education and associated services;

Making reasonable adjustments, including the provision of auxiliary aids and services.

5.16 The local authority offer

A local offer gives children and young people with special educational needs or disabilities and their families' information about what support services will be available in their area. The government gave the name 'local offer'.

More information on what is available to pupils with SEND and their parents / carers in Bury can be found on the Bury Local Offer website - <http://theburydirectory.co.uk/send-local-offer>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo every year or when necessary, if there is a need for change as set out in paragraph 6.79 of the SEND Code of Practice. The policy will be discussed and shared with staff members, SLT and parents/carers. We actively encourage parents/carers to be partners in the education process by inviting them to join the consultation process.

7. Links with other policies and documents

This policy links to our policies on the following:

Accessibility plan;

Admission Policy;

Behaviour for learning policy;

All of the above policies are available on the school website - <http://www.ststephensceprimary.co.uk/about-us/policies>