



Stebbing Primary SEN Information report

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| School Name | Stebbing Primary | |
| Type of school | Mainstream Primary School | |
| Age range of pupils | 4-11 years | |
| Does the school specialise in meeting the needs of children with a particular type of SEN? | No | |
| Fully wheelchair accessible | No | |
| Auditory/Visual enhancements | No | |
| Name and contact details of School SENCo | Suzanne Chamberlain | Tel: 01371 856260 Email: mrs.chamberlain@stebbingprimary.co.uk |
| School policies available on our website | Inclusion and Special Educational Needs and Disabilities Behaviour Safeguarding Admissions | |
| Types of SEND currently provided for | ASD, Cerebral Palsy, Speech and Language, Dyslexia | |

What are special educational needs (SEN) or a disability?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

*A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.** (SEND Code of Practice, 2014)*

There are four broad areas of need within SEND, they are:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/ physical

At any time, according to any of the above needs, a combination of any of the following strategies may be in place.



Social skills programmes/support including strategies to enhance self esteem

- Change for life (focus on healthy eating and fitness)
- Forest School for all children
- Forest School nurture groups
- Learning Mentors
- Lunch time buddies
- After school clubs
- STEPs challenge
- Bubble time
- Sports and House captains
- Public Speaking competition
- Community month
- Montessori methodology
- 6's and 7's (Social and emotional group)
- 9's, 10's and 11's (Social and emotional group)

Access to a supportive environment-IT facilities/equipment/resources

- A set of Chrome books in each classroom
- I-pads
- I-pods (1 per classroom)
- Nexus 7 tablet in each classroom
- Laptop trolley
- Talking buttons
- Cameras
- Sensory room
- Mathletics (online programme –all children with secure login)
- Reading Eggs and Reading Eggspress (online programme-all children with secure login)
- Clicker 7 programme

See our Accessibility Plan for how we aim to improve access for all.

Strategies/programmes to support communication and interaction

- 2 ELKLAN trained Teaching Assistants and ELKLAN trained SENCo who work closely with a speech and language therapist to deliver regular, on-going programmes for specific pupils.
- Talk partners
- Gym trail
- Speech and language books, games and activities
- Whole-school approach to phonics (Phonics programme delivered)
- Lego therapy

Access to strategies /programmes to support sensory/ physical needs

- Programmes provided by the Occupational Therapist/ Physiotherapist
- Gym trail (specialist equipment provided)
- Sensory equipment
- Sensory room



- Montessori sensory equipment
- Lego therapy

Strategies to support social, mental and emotional health (including communication with parents)

- Regular parental contact sessions/home school communication books if required
- SEN parent coffee mornings
- Meet the Teacher evening at the beginning of the academic year
- Parent workshops
- Open afternoons for parents to visit their child's class
- Links to local mental health services (Kids Inspire, Young Minds, play therapists)
- Bubble time
- Lego therapy
- Learning Mentors
- Forest School nurture groups
- Celebrating differences through assemblies and special creative days
- Circle time
- Weekly celebration assembly

Steps taken to ensure all children feel valued

- Always ensuring good partnership with parents
- Planning and preparation so that all children can be included
- Opportunities to celebrate differences
- Opportunities for all children to succeed and share their successes with others
- Positive praise given to all children
- The child's views on their learning are valued and listened to
- One planning meetings are positive and start with what we like and admire about the child
- One page profiles have a section about what friends and family love about the child

Strategies to support /develop cognition and learning



Literacy:

- Phonological awareness games
- Letters and sounds
- Phonics phase boxes
- Spelling interventions
- 1:1 reading (de-coding) interventions
- Fortnightly visits from the library bus
- Pie Corbett teaching strategies
- English tuition (Yr 5/6)
- Volunteer parent helpers to change books and listen to children read
- Word banks/topic word banks for children to refer to everyday in class
- BIG READ annually - inviting local villagers to come and read

Numeracy:

- Plus 1, Power of 2 (1:1 number based programme)
- Numicon equipment and activities
- Maths tuition (Yr 5/6)
- Montessori equipment in every class
- Talk for Number intervention

Strategies to support/modify behaviour

- Head teacher's awards (weekly)
- Celebration assembly
- Compliments stickers delivered by teachers, midday staff and teaching assistants
- Regular communication with parents
- Home/school communication book
- Visual aids (timetable, reminders how to sit)
- Consistent management plans for all staff to follow about individual pupils
- Contact with behaviour support team
- Flyers sent to parents informing them on Parent4parent workshops held monthly
- Forest school sessions
- Termly parents workshops
- Jenny Moseley strategies
- Golden time whole school Behaviour Management system
- Please see our behaviour policy (available on school website)

Provision to facilitate/support independent learning and access to the curriculum within a mainstream school

- Classroom support from teaching assistant/class teacher (small group, 1:1)
- Differentiated learning challenges for children to choose from
- Word maps/mind maps for children to prepare with an adult
- first,...next plan for individual pupils
- Word mats, alphabet guides, dictionaries, hundred squares
- Pre-teaching of strategies and vocabulary by a teaching assistant
- Visual timetables/task lists
- School trips



- Independent time
- Target time
- Crucial crew
- Forest school
- Resources easily accessible for all children to use

See our Accessibility Plan for how we aim to improve access for all

Support during lunchtimes

- Designated first aider
- Change for life
- Buddy system for some children
- Extra-curricular clubs
- Zoned playground with specific activities
- 1:1 adult for some children

Planning and assessment

- One plans for children on SEN support/ EHC Plans
- One page profile for children with SEN
- Individual classroom/intervention targets
- Class teacher plans include SEN children and all adults in class
- Screening tests to find areas of difficulty (numeracy, literacy, motor skills, speech and language)
- Bespoke interventions according to specific areas of need (planned by TA and CT or SENCo)
- Reading, spelling assessments
- Meet the teacher evening
- Yearly reports
- P scales used to assess those working below the national curriculum

Communication with parents



- School/Governor newsletters
- Parentmail
- Class notices
- Home visits for new Reception pupils
- At least termly One Planning meetings
- Annual review meetings for pupils with complex/severe needs
- School website
- Parent questionnaires
- Termly parent workshops
- Regular open afternoons
- Two parents evenings to discuss child's progress
- Access to SENCo/Pastoral Care Manager, if there are any concerns about progress or behaviour
- Weekly homework/reading record books
- Parent 4 parent (monthly coffee afternoon run by Educational Psychology services)
- Coffee morning sessions for parents with children with special educational needs
- SEN friendly parent policy (written with parents)
- Parent forum

Access to outside agencies

- School nurse
- Link speech and language therapist
- Behaviour support, specialist teacher team
- Occupational Therapist
- Physiotherapist
- Visual impairment team
- Hearing impairment team
- Play therapists, counsellors
- Specialist teacher support
- Educational Psychology Services

Medical Interventions

- Care plans and meetings arranged with school nurse
- Allergy/key information sheet for **ALL** staff to see and located in all classrooms
Paediatric first aid trained staff members
- Specialised training provided to all staff working directly with pupils who have significant medical needs
- First aid trained midday assistant for lunchtime supervision
- Office staff first aid trained and can administer medicines
- Specialist teaching staff trained to administer certain medicines to specific children

Preparing children for change (e.g. joining their next setting/class)

- Children with severe/complex needs have a photo book to record their learning and have a picture based book describing their new class, adults etc
- 1 page profiles (all about me!)



- Year 5/6 taster days to Secondary school (SEN pupils have extra visits)
- SENCo from Secondary school invited to Year 6 annual review or One Planning meeting
- SENCo and class teacher to visit pre-schools to arrange additional times new pupils can see the class teacher and school environment.
- Session with new teacher in the summer term.
- Handover time with current staff and the next year's staff (SENCo to be involved when relevant).
- Meet the Teacher evening at the beginning of the academic year.
- Careers event for all year 5 pupils.
- One planning relating to adulthood targets (documentation).

Extra-curricular Opportunities

Twice-weekly sports clubs at lunchtime
 Choir
 Homework club
 Netball
 Drama
 Ukulele club
 Touch-typing
 French
 Judo
 Sporting competitions
 Sports
 Singing performances
 Supporting our local area (helping in the local shop, church, clubs etc)

Support for Pupils who are Gifted and Talented

- Differentiation system where children choose their own level of challenge
- Expectation that teachers will teach to the top and provide extension activities
- Talented musicians in key stage 2 are part of a music group (weekly)
- Workshops organised at the local secondary school (Maths, English)
- Opportunities for most able in sports for competitions

Staff Expertise

ASD specialism
 Braille trained teaching assistants
 SCITT mentors and External mentors
 Learning Mentor
 ELKLAN
 Lego therapy
 Gym trail
 Forest school teacher
 Massage therapy
 Counselling
 Dyslexia
 French speaking staff
 Montessori trained staff
 Sports coaching awards
 High staff to pupil ratio



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| Staff subject specialisms |
| Evaluating the effectiveness of provision |
| <p>These systems are in place in school: (for the child and whole school)</p> <p>Monitoring interventions Termly analysis of data SEF outcomes and evaluation Regular performance management meetings for all staff SENCo termly observations of in class provision Head of school observations</p> |
| Access facilities |
| <p>Accommodations are made to ensure wheelchair access to most of the school Disabled toilets with changing bench and hoist fitted Stair lift Ramps Disabled door with access button Yellow paint on steps</p> <p>See our Accessibility Plan for how we are aiming to improve access for all.</p> |
| Refer to SEN policy for further information on the following: |
| <p>SEN identification How resources are allocated Levels of support</p> |
| Admission arrangements |
| <p>Children with SEN are considered for admission to the school on exactly the same basis as children without SEN (see admissions policy). The admission of pupils with a Statement/EHCP is dealt with by a separate procedure set out in the Special Educational Needs Code of Practice.</p> <p>Parents/carers of children with a Statement of SEN/EHCP or Statement/EHCP pending will be invited to discuss the provision that can be made to meet their identified needs and whether we are best placed to meet those needs.</p> |
| Handling complaints |
| Please see our complaints policy |