

Stebbing Primary SEN Information report

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	Amanda Lewis	Tel: 01371 856260 Email: senco@stebbingprimary.co.uk
Relevant school policies available on our website	Inclusion and Special Educational Needs and Disabilities Anti-bullying Safeguarding Admissions Medical Needs Accessibility Plan Complaints Email Communication	
Types of SEND currently provided for	ADHD, Autism, Cerebral Palsy, specific literacy difficulties,, Speech and Language, Social and Emotional needs, sensory needs	

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.

Strategies in place to support learners across the school and with particular reference to supporting pupils with additional needs:

Social skills programmes/support including strategies to enhance self esteem
<ul style="list-style-type: none"> ● Change for life (focus on healthy eating and fitness) ● Forest School for all children ● Forest School nurture groups

Please note terminology/acronyms within this policy are defined on the final page



- Learning Mentors
- Lunch time buddies
- After school clubs
- STEPs challenge
- Cooking
- Sports and House captains
- Public Speaking competition
- Community month
- Montessori methodology
- Zones of regulation
- Talkabout
- SEND Awareness week
- Social stories and scripts

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

- A set of Chrome books in each classroom
- I-pads
- I-pods (1 per classroom)
- Laptop trolley
- Talking buttons
- Cameras
- Sensory room
- Clicker 7 programme
- Times table Rockstars
- Maths & Spelling Shed
- Nessy
- Ear defenders
- Sensory circuit equipment
- Writing slopes
- Specialist chairs and seating
- Specialist writing/mark making equipment
- Sensory equipment
- Communicate in Print

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

Strategies/programmes to support communication and interaction

- An ELKLAN trained Teaching Assistant
- Programmes provided by the Speech and Language Therapists
- Neli
- WELLCOMM - speech and language assessment and intervention programme
- Talk partners
- Gym trail (In the process of being set up as a whole school intervention)



- Speech and language books, games and activities
- Whole-school approach to phonics (Essential Letters and Sounds: ELS)
- Lego therapy
- Zones of regulation
- Time to Talk
- Attention bucket
- Wigit
- SEND Awareness week

Access to strategies /programmes to support sensory/ physical needs

- Programmes provided by the Occupational Therapist/ Physiotherapist
- Gym trail
- In-class sensory equipment
- Sensory circuit intervention
- Outdoor sensory circuit
- Sensory equipment
- Sensory room
- Montessori sensory equipment
- Lego therapy
- Regular movement breaks (when required)
- Outdoor gym equipment
- Swimming (under refurbishment)
- Yoga club
- Dough disco/finger gym
- SEND Awareness week

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

- Regular parental contact sessions/home school communication books if required
- Half-termly SEND Family Forum
- Meet the Teacher evening at the beginning of the academic year
- Parent workshops
- Open sessions for parents to visit their child's class
- Links to local mental health services (Kids Inspire, Young Minds, play therapists)
- The Nest - SEND and Wellbeing Hub
- Lego therapy
- Learning Mentors
- Forest School nurture groups
- Celebrating differences through assemblies and special creative days
- Circle time
- Zones of Regulation
- SEND Awareness week
- Drawing and Talking therapy



- Counselling
- Access to Essex consultation service with an Educational Psychologist at CAMHS

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 child focused
- SEND Awareness week
- SEND awareness discussed in assemblies throughout the year

Strategies to support /develop cognition and learning

English:

- Phonological awareness games
- Essential Letters and sounds - ELS
- Phonics phase boxes
- Precision Teaching
- Spelling interventions
- 1:1 reading (de-coding) interventions
- Fortnightly visits from the library bus
- English booster groups (Yr 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
- Wigit - visual pictures to support reading
- Clicker 7
- Spelling Shed
- Nessy

Maths:

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

General:

- Readers and additional time applied for tests
- Visual timetables and chunking boards (first and then boards)
- Task planners



Strategies to build positive relationships and promote good behaviour choices

- Stebbing school rules: Be ready, respectful, safe and kind.
- Consistency of staff members and
- Use of Paul Dix methodology (*When The Adults Change, Everything Changes, 2017*)
- Restorative justice approach to conflict resolution
- Head teacher's awards
- Hot Chocolate with the Head
- Fun Time Friday
- Weekly positive phone calls home
- Celebration assembly
- Compliments stickers delivered by teachers, midday staff and teaching assistants
- Regular communication with parents and supportive strategies shared
- Home/school communication books for identified children
- Visual aids (timetable, reminders how to sit)
- Emotional Support Plans for all staff to follow about individual pupils
- Contact with specialist teachers
- Contact with Educational Psychologists
- Forest school sessions
- DOJO 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 and 1:1)
- Adaptive learning objectives and lesson formats
- Word maps/mind maps for children to prepare with an adult
- Task planners
- First...then plan for individual pupils
- Three step basket approach
- 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
- Crucial crew
- Forest school
- Resources easily accessible for all children to use
- Sand timers
- Montessori equipment

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

Support during lunchtimes

- Positive Playtime approach including: scooters, bikes, skate boards, music, instruments, dressing up,



sports equipment, gym equipment and climbing frames, sandpit, tree swing, tree climbing, mud kitchen.

- Designated first aider
- Buddy system for Year 6 and Reception children
- Extra-curricular clubs
- 1:1 adult for some children
- Friendship area
- Play leaders
- Reading Den
- The Nest - SEND and Wellbeing Hub

Planning and assessment

- One plans for children on SEN support/ EHC Plans
- Individual classroom/intervention targets
- Class teacher plans include details for children with SEN 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 and Parents/Carer Consultations (Autumn and Spring terms)
- Annual report
- Cherry Garden curriculum (SEN curriculum linked to Tapestry)
- Personalised curriculum devised by class teacher/SENCo alongside 1:1 support staff for children with high needs. This may include a sensory based curriculum.
- Referrals to specialist services such as Paediatrician, OT, Physio, Speech and Language

Communication with parents

- Stebbing Spotlight (fortnightly newsletter)
- Parentmail
- Class notices through the use of DOJO (parent/teacher communication APP)
- 1:1 meetings for all new EYFS pupils
- Termly One Planning meetings
- Annual review meetings for children with an EHC Plan
- Home-school communication books for specific children
- School website
- Parent questionnaires
- ELS parent workshops
- Regular open afternoons
- Two family consultation evenings to discuss child's progress
- Access to SENCo, if there are any concerns about progress or development
- Reading record books
- Parent 4 Parent (monthly coffee afternoon run by Educational Psychology services)
- Half-termly SEND Family Forum for parents of children with special educational needs
- Open door policy - staff are available for meetings if additional communication is required



- Wellbeing Newsletter
- Termly parent forum

Access to outside agencies

- School nurse
- Link Speech and Language Therapist
- Occupational Therapist
- Physiotherapist
- Visual impairment team
- Hearing impairment team
- Play therapists, counsellors
- Physical and Neurological Impairment specialist teacher team
- Educational Psychology Services
- School Inclusion Partner
- Access to Essex consultation service with an Educational Psychologist at CAMHS
- Emotional Wellbeing and Mental Health Service (EWMHS)

Medical Interventions

- Care plans and meetings arranged with school nurse (when appropriate)
- 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, such as Epilepsy and Diabetes
- 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 complex needs have an electronic record of their learning journey using Tapestry Cherry Garden
- A picture based book describing their new class, adults etc (Transition Passport). Audio version available for specific children
- Year 5/6 taster days to Secondary school (pupils with SEN have opportunities for extra visits)
- SENCo from Secondary school invited to Year 6 Annual Review or One Planning meeting
- SENCo and class teacher visit preschools to arrange additional times new pupils can see the class teacher and school environment
- Transition meetings with parents for children joining us the following term
- Session with new teacher in the summer term
- Time allotted to ensure a smooth handover from the current staff to 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 life skills, where appropriate



Extra-curricular Opportunities

- Various sports clubs at lunchtime
- Drawing/Illustration Club
- Dodgeball
- Yoga
- Tag Rugby
- Activity Club
- Netball
- Drama
- Mindfulness Matters
- Circuit training
- Cross-Country
- Hockey
- Construction Club
- Spelling/Maths Shed
- Funky Phonics
- Football
- Table Tennis
- Homework club
- Choir
- Dance Club
- Gardening Club
- Change 4 Life
- Book Club
- Sporting competitions
- Singing and drama performances
- Supporting our local area (helping in the local shop, church, clubs etc)

Staff Expertise

- Makaton Level 1
- BSL trained teacher
- Autism specialism including experience with PDA
- ADHD expertise
- Attention Bucket (Autism)
- Neli
- Yoga teacher
- Braille trained teaching assistants
- SCITT mentors and External mentors
- Learning Mentor
- ELKLAN training staff
- Lego Therapy
- EPS Maths
- Gym trail
- Forest school teacher
- Counselling
- Mastering number



- Staff training in support specific literacy difficulties
- Precision teaching
- French speaking staff
- Montessori trained staff
- Sports coaching awards
- Staff subject specialisms
- Drawing and Talking
- High staff to pupil ratio

Evaluating the effectiveness of provision

These systems are in place in school:
(for the child and whole school)

- Monitoring interventions
- Termly analysis of data/pupil progress meetings
- School Improvement Plan (SIP) priorities
- Self-evaluation form (SEF) outcomes and evaluation
- Regular performance management meetings for all staff
- SENCo termly observations of 'in class' provision
- Termly meetings with class teachers and SENCo
- One Plan auditing and staff training
- Headteacher observations

Access facilities

- Accommodations are made to ensure wheelchair access to most areas of the school
- Disabled toilets with changing bench
- Accessible toilets in two external classrooms
- Accessible shower
- Stair lift
- Ramps
- Disabled door with access button
- Coloured paint on steps
- Swimming pool hoist (pool under refurbishment)
- Grab rails

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

Refer to SEN policy for further information on the following:

- SEN identification
- How resources are allocated
- Levels of support

Admission arrangements

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 an EHC Plan is dealt with by a separate procedure set out in the Special Educational Needs Code of Practice (contact Essex Admissions for more information).

Parents/carers of children with an EHC Plan 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.

Handling complaints

Please see our complaints policy

Terminology explained

Special Educational Needs and Disabilities - SEND

Special Educational Needs - SEN

Special Educational Needs Coordinator - SENCo

Early Years Foundation Stage - EYFS

Education Healthcare Plan - EHC Plan

Attention Deficit Hyperactivity Disorder - ADHD

Autism Spectrum Disorder - ASD

Self-evaluation form - SEF - This document is created by the school to evaluate our effectiveness against the Ofsted criteria and our priorities

School Improvement Plan - SIP - This document is used to drive whole school improvements

School Centred Initial Teacher Training - SCITT

Learning Mentor - Trained learning mentors in school who can support children's social and emotional wellbeing

Speech and language training - ELKLAN

Emotional Wellbeing and Mental Health Service - EWMHS

Class teacher - CT

Teaching Assistant - TA

Stebbing Primary's annual achievement - STEPs

School behaviour and communication system - DOJO

Speech and language assessment and intervention programme - WELLCOMM

Dyslexia intervention programme - Nessy

Child and Adolescent Mental Health Service - CAMHS

Educational Psychologist - EP

Occupational Therapist - OT