

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	Suzanne Chamberlain	Tel: 01371 856260 Email: mrs.chamberlain@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, ASD, Cerebral Palsy, Dyslexia, Speech and Language, Social and Emotional 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.

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



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

- 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)
- Clicker 7 programme
- Times table Rockstars
- Spelling Shed
- Nessy
- 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

- 1 ELKLAN trained Teaching Assistant and ELKLAN trained SENCo who work closely with a speech and language therapist to deliver regular, on-going programmes for specific pupils.
- Support Staff attended - Support Talk course to gain an overview of speech and language strategies
- WELLCOMM - speech and language assessment and intervention programme
- Talk partners
- Gym trail
- Speech and language books, games and activities
- Whole-school approach to phonics (Phonics programme delivered)
- Lego therapy
- Zones of regulation
- Time to Talk
- Attention bucket
- Communicate in Print

Access to strategies /programmes to support sensory/ physical needs

- Programmes provided by the Occupational Therapist/ Physiotherapist
- Gym trail (specialist equipment provided)
- In-class sensory equipment
- Sensory circuit
- Sensory equipment
- Sensory room
- Montessori sensory equipment
- Lego therapy
- Regular movement breaks (when required)
- Daily run
- Outdoor gym equipment
- Swimming (own school pool used in the summer months)
- Child yoga sessions in early years
- Dough disco/finger gym

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 sessions 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



- Zones of Regulation
- SEN Awareness week
- Drawing and Talking therapy

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

English:

- 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 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
- BIG READ - inviting local villagers to come and read
- Communicate in Print - 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
- Talk for Number intervention

General:

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



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 and supportive strategies shared
- Home/school communication book
- Visual aids (timetable, reminders how to sit)
- Consistent management plans for all staff to follow about individual pupils
- Contact with specialist teachers
- Contact with Educational Psychologists
- Flyers sent to parents informing them on Parent4parent workshops held monthly
- Forest school sessions
- Termly parent workshops
- Jenny Moseley strategies
- 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 1:1)
- Differentiated learning challenges for children to choose from
- Word maps/mind maps for children to prepare with an adult
- first...then 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
- Crucial crew
- Forest school
- Resources easily accessible for all children to use
- Montessori equipment

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

Support during lunchtimes

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

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
- Annual report
- EYFS curriculum used for children pre-National Curriculum
- Personalised curriculum devised by classteacher/SENCo alongside 1:1 support staff for high needs children

Communication with parents

- Stebbing Spotlight (fortnightly newsletter)
- Parentmail
- Class notices through the use of DOJO (parent/teacher communication APP)
- Home visits for new Reception pupils
- At least termly One Planning meetings
- Annual review meetings for children with an EHC Plan
- Home-school communication books for specific children
- School website
- Parent questionnaires
- Termly parent workshops
- Regular open afternoons
- Two family consultation evenings to discuss child's progress
- Access to SENCo/Pastoral Care Manager, if there are any concerns about progress or behaviour
- 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
- Occupational Therapist
- Physiotherapist
- Visual impairment team
- Hearing impairment team
- Play therapists, counsellors
- Specialist teacher support
- Educational Psychology Services
- 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
- 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
- Transition meetings with parents for children joining us the following term
- 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

Various sports clubs at lunchtime

Choir

Homework club

Netball

Drama

Gymnastics

Yoga

Cheerleading

Circuit training

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
- PE Stars (children invited to sports after school sessions)
- English more able day
- Maths and English competitions with local schools



- Spelling Bee competition with local schools
- Partnerships with local schools

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
Staff subject specialisms
Drawing and Talking

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
Headteacher observations

Access facilities

Accommodations are made to ensure wheelchair access to most of the school
Disabled toilets with changing bench and hoist fitted
Accessible toilets in two external classrooms
Accessible shower
Stair lift
Ramps
Disabled door with access button
Coloured paint on steps
Swimming pool hoist
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:
<p>SEN identification</p> <p>How resources are allocated</p> <p>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 an EHC Plan is dealt with by a separate procedure set out in the Special Educational Needs Code of Practice.</p> <p>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.</p>
Handling complaints
Please see our complaints policy

Terminology explained
<p>Special Educational Needs and Disabilities - SEND</p> <p>Special Educational Needs - SEN</p> <p>Special Educational Needs Coordinator - SENCo</p> <p>Education Healthcare Plan - EHC Plan</p> <p>Attention Deficit Hyperactivity Disorder - ADHD</p> <p>Autism Spectrum Disorder - ASD</p> <p>Self evaluation form - SEF - This document is created by the school to evaluate our effectiveness against the Ofsted criteria and our priorities</p> <p>School Improvement Plan - SIP - This document is used to drive whole school improvements</p> <p>School Centred Initial Teacher Training - SCITT</p> <p>Learning Mentor - Trained learning mentors in school who can support children's social and emotional wellbeing</p> <p>Speech and language training - ELKLAN</p> <p>Emotional Wellbeing and Mental Health Service - EWMHS</p> <p>Class teacher - CT</p> <p>Teaching Assistant - TA</p> <p>Stebbing Primary's annual achievement - STEPs</p> <p>School behaviour and communication system - DOJO</p> <p>Speech and language assessment and intervention programme - WELLCOMM</p> <p>Dyslexia intervention programme - Nessy</p>