



Special Education Needs & Disabilities (SEND) Information Report

This information document was presented at the Full Governing Body meeting held on
Thursday 17th February 2022

Signed

(Head teacher)

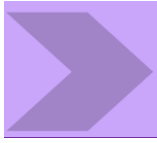
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(Chair of Governors/Committee)

This policy is due for review in February 2023.

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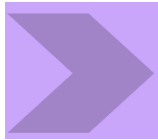


Our school's approach to supporting pupils with SEND

We are a fully inclusive school. We aim to ensure all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum; regardless of gender, ethnicity, religion, sexual identity, physical ability or educational needs.

Children may have special educational needs that require additional support when progress has slowed or stopped. We implement a graduated approach based on the guidance from Bradford Metropolitan District Council's Children's Services for SEN. This is based on an Assess-Plan-Do-Review (A-P-D-R) 4 staged structure outlined in Bradford's LA Matrix of Need document.

If a child has a Statement of Special Educational Needs or an Education, Health and Care Plan, then we provide the support detailed in the plan.



Catering for different kinds of SEND

St Stephen's CE Primary provide a wide range of interventions and resources to meet the needs of children with SEND

Communication and Interaction

A: Speech and Language

- Monitor all children arriving in to school – WELLCOMM and run interventions.
- Children identified as having difficulties with their Speech, Language and Communications needs in school are referred to clinic or through our commissioned school service.
- Our Speech and Language Therapist (SALT) attends school every fortnight and offers assessments, writes reports, gives general advice and delivers training to staff.
- Personalised SALT target work is motored and assessed through Bradford's Speech & Language service.

In school, SALT provision includes but is not limited to:

WellComm Toolkit, Colour Coding, Black Sheep Programmes, All Aboard Programmes, Nurture provision through our Woodlands room, Language rich school environment, ELKLAN, NELI

Communication and Interaction

B: Social Communication including those with a diagnosis of Autism (ASD)

- Quality First Teaching to meet the needs of all pupils (including but not limited to increased differentiation, alternative ways of recording, small step approaches, social and environmental consideration)
- Delivery of interventions or 1:1 opportunities to meet specific targets if advised by the Local Authority's Specialist Teachers for Autism.
- Support from the school's Nurture provision in our Woodlands room for developing social skills or during less structured times of the day such as playtime and lunchtime
- Support from Specialist SALT as necessary

Cognition and Learning

Support for children working below age related expectation

Provision includes but is not limited to:

Quality First teaching to meet the needs of all pupils, Maths, Reading and Writing Booster sessions, Precision Teaching, Pre teaching and Over learning of skills and vocabulary, Multi-sensory approaches, 20:20 reading, personalised/modified curriculum, Portage small step target approach for pre-5 children

Sensory and/or physical needs

Provision includes but is not limited to:

DDA compliant buildings, A number of experienced staff trained to support children with physical and medical disabilities, On site first aiders, Close links with the School Nursing Service, Sensory Room, Portage small step target approach for pre-5 children

Social, emotional and mental health

Provision includes but is not limited to:

Nurture Provision through our Woodlands, Lego Therapy, Feelings Art book, Monster Magic, Colour Monster, Anger Gremlin/Anxiety Gremlin, Self-esteem Treasure Box, Family Baking, Learning Mentors, Positive links with Bradford's Specialist Teachers of Social, Emotional and Mental Health (SEMH) Team



Key staff and expertise

Staff members	Area of expertise
Mrs Fillan (SENCO)	National Award Special Educational Needs Coordination Designated Teacher for Looked After Children (LAC) SLE (Specialist Leader in Education) for SEND Mental Health First Aid
Mrs O'Brien (HLTA)	Speech & Language; Medical; Glasses in Classes; Bradford Baseline Assessment & Toolkit
Mrs Grady (LSA)	Portage; 20:20; Precision teaching; Pre teaching vocabulary; Lego therapy; All Aboard; Early Bird Autism; Trained in using a feeding pump
Mrs Powell (LSA)	Portage; Trained in using a feeding pump; Nurturing Parenting Program; HENRY course facilitator; All Aboard
Miss Scarfe (LSA)	Meeting the Needs of Children with Social, Emotional and Mental Health Needs; Caring for Vulnerable Children
Mr Calcraft (LSA)	Forest Schools Leader; Outdoor First Aid with Pediatrics; Hill and Moorland Leader; Cycling for Schools Coach; Qualified Expedition Leader
Miss Firth (LSA)	Implementing EHCP work; colour coding; works closely with the Hearing Impairment (HI) Team; Active Listening for Active Learning; Trained in using a feeding pump
Mrs Akhtar (LSA)	Implementing EHCP work; trained in intensive interaction and objects of reference strategies; Understanding Autism
Mrs Ramm (LSA)	Behaviour management,; supporting/developing PSED, working in partnership with parents, supporting Speech and Language development
Mrs Carter (LSA)	
Key staff also trained in	Team Teach
	Intimate care
	First aid (pediatric)

The SENCO (Special Educational Needs Coordinator)

Name of staff member	Email address	Phone number
Mrs Mary Fillan	<u>office@ststephens.bradford.sch.uk</u>	01274 731698

Securing and deploying expertise

St Stephen's secures specialist expertise and deploys staff around the school to support pupils with SEND by:

- Deploying staff by need
- Strategic Continuous Professional Development (CPD) for all staff
- SALT – when possible school staff attend SALT clinic workshops to support families when invited to by SALT clinic services
- Training, support and advice from Bradford's 0-25 Specialist Teaching & Support Service (STASS):
 - Social, Communication, Interaction, Learning Team (SCIL) – Communication and Interaction (including Autism); Early Years; Social, Emotional and Mental Health; Learning Support (Cognition and Learning)
 - Low Incidence Team (Sensory Service) - Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Needs

Equipment and facilities

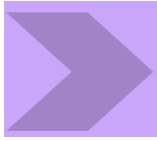
St Stephen's CE Primary has a wide range of specialist equipment used to support our children with SEND.

ICT is utilised to support children with Visual and Hearing impairments including the use of iPads and electronic radio aids.

Equipment is also used to support children in the modification of their learning environment including writing slopes, visualizers, exercise books with enlarged print and coloured pages, coloured overlays and modified smartboard backgrounds to improve contrast.

Positioning, adult support and other facilities are considered when making reasonable adjustments to create an inclusive environment working closely with advice from the Low Incidence Team

School takes advice from the Low Incidence Team about the site's accessibility and this feeds into school's accessibility policy.



Identifying and assessing pupils with SEND

Early Identification

It is vital that pupils with special educational needs are identified at an early stage. Every teacher in this school is responsible for identifying pupils with special educational needs along with others. Teachers and the SENCO, along with parents, carers, children and outside agencies will work together to identify children's special educational needs. We aim to identify a special educational need at the earliest point and then make effective provision to improve long-term outcomes for the child. When identifying whether or not a child has a special educational need, we will look at:

- The starting point of the pupil and their experience to date
- The teacher's assessment of the pupil's progress, attainment and behaviour (attainment data, Boxall Profiles, PASS assessments, developmental journal, PKS Standards)
- The pupils individual development in comparison to their peers
- The views and experience of parents
- The child's own views
- The advice from external agencies when appropriate

The purpose of identification is to work out what action is needed to ensure that the child gets the correct support, not to fit them into a category. There are four broad areas which give an overview of the range of needs that a child may need. These are:

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

We also use Bradford's guidance on a graduated response called the 'Matrix of Need' to support our identification of a child's needs and this is recorded on Arbor.

Assessment

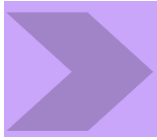
Teachers in school are equipped with the necessary observational skills to identify pupils with special educational needs at an early stage. Teacher observations, records from feeder schools and information from parents provide an overall picture of a child's issues and subsequent needs. Early Career teachers (ECTs) will be supported by their mentors and the SENCO, and receive training as part of their ECT network training and school induction. School has also established a procedure for on-going diagnostic assessments and standardised tests for children needing support.

The following not considered to be SEN but still may impact on a child's progress and attainment:

- Disability (St Stephen's will ensure to follow the statutory guidance on "reasonable adjustments" as set out in the Disability Equality legislation to make sure that all children are able to access their education.
- Attendance and punctuality
- Health and welfare
- Being in receipt of Pupil Premium Grant
- Being a Child who is 'Looked After' (CLA)
- Being a child of a serviceman/women
- Behaviour will not be a special educational need, however it is possible for it to be a symptom of an unmet special educational need
- English as an Additional Language (EAL) or being New to English (NTE)

EAL/NTE

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. At St Stephen's we will look carefully at all aspects of a child's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.



Consulting with pupils and parents

Parents

Working together

We believe that a close partnership with parents will further enable a child to progress. We recognise that parents have a key role to play in the partnership between the home and the school as they have an exclusive overview of the provision needed for the child.

We run a weekly Inclusion Café hosted by our school SENCO which is well attended. Parents come for a coffee and a chat to support each other or with more specific concerns. This reduces the need to make formal appointments with the SENCO (unless this would be the parental preference).

Additional provision for children with SEND is recorded digitally using Provision Maps which are overseen by the SENCO. This allows easy recording of information and access to all support planning. Parental contribution and feedback is recorded as part of the A-P-D-R cycle.

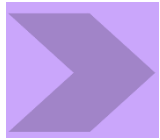
Pupils

Child centred approach

Pre 5 - Portage – As it can be difficult to involve younger children in planning the additional support they need, St Stephen's uses the Portage principles of learning about a child's strengths and interests though observing their play. This feeds into the small step target setting used to plan their personalised curriculum.

When children are identified for additional support which may involve working outside of the classroom with an unfamiliar adult, individual Pupil Passports are made to ensure that the intervention is child centred and to give ownership to the child.

Children are encouraged to attend the termly Learning Reviews with their parents.



Involving key stakeholders

Working with others

St Stephen's works in partnership with the Local Authority and is supported by the services offered there - Bradford's 0-25 Specialist Teaching & Support Service (STASS):

- Social, Communication, Interaction, Learning Team (SCIL) – Communication and Interaction (including Autism); Early Years; Social, Emotional and Mental Health; Learning Support (Cognition and Learning)
- Low Incidence Team (Sensory Service) - Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Needs

St Stephen's also works in partnership with Bradford Children's Social Care to help families to access the relevant support if needed

St Stephen's works in partnership with Bradford's School Nursing Team hub as and when appropriate

St Stephen's has positive links with the voluntary sector including Barnardo's (For Young carers, Stronger Families and Parent/Carer support programmes), and SENDIAS for families and parents of children with SEND



Teaching approach

Supporting pupils towards outcomes

St Stephen's universal offer to all pupils is Quality First Teaching in all classrooms. This means that the class teacher identifies and responds to pupils learning needs using a number of strategies.

A statement led tracking system is in place for all pupils ensuring a personalised curriculum. Pupil Progress meetings with the class teacher, Headteacher and SENCO take place 5 times per year to make sure that all children are making progress and address any issues. For children with additional needs individual targets and outcomes are recorded and reviewed. Additional support and provision is also recorded and reviewed on Provision Maps which are used to report to parents and pupils.



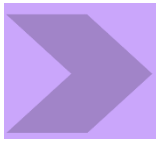
Transition support

Moving on

St Stephen's supports all pupils as they move between phases of education. For some children with SEND this means additional time or adult support is required. Where appropriate bespoke transition plans are created to ensure successful transition with school and to other settings. These plans are made in partnership with parents and the pupil.

The SENCO works with our link secondary schools to ensure a smooth transition to higher education and to ensure that information is shared effectively. At times this continues during the settling in period of Year 7 for certain pupils.

For children with EHCPs, transition arrangements are also written into the annual review process.



Adaptations to the curriculum and learning environment

Making learning accessible

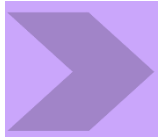
A broad and balanced curriculum is offered to all children. Children who have learning and cognition needs may need to have work differentiated in order to be able to access it at their level. For children who may have Education Health and Care Plans (EHCP), the work may have to be entirely different to their peers but still enable them to progress in their learning.

Children with Physical needs may require adaptations which enable them to access toilet facilities such as handrails or steps or a combination of both. For some children there is a need to be provided with additional adult or adaptations in order to be able to take part in Physical Education lessons or swimming. The Physical Difficulties Team can be called into school to offer advice and or members of staff from a medical service such as Occupational Therapy. Children who need wheelchairs have access to all areas of the building where possible and the use of a lift in the Sycamore building if required. In the event of a fire these children have Personal Emergency Evacuation Plans (Peeps) and these plans are shared with all staff, the pupil, and parents.

Children with social emotional or mental health needs (SEMH) can be referred to a number of services including those provided by the Local Authority. The school nurse can refer children to the Child and Adolescent Mental Health Service (CAMHS). Children can access in-house support provided by the nurture team or other adults such as special educational needs support assistants or learning support assistants. Where appropriate, school can refer pupils to outside charities such as Barnados. Children who exhibit behavioural needs have access to specially designed behaviour plans which aim to allow these children to operate as part of the main school body. Every effort is made to design programmes which allow children to succeed in school. Observations and records of incidence are made in order to identify when and where these behaviours occur and why. Where children need further support then the School Nursing Team or the SEMH team can be referred to for support.

For children with sensory impairments leading to educational needs school utilises the available services to ensure that children have the correct adaptations as prescribed by such services which will allow them to access the curriculum appropriately. Such impairments need not mean that these children are unable to keep pace with their peers e.g the wearing of a hearing aid does not prevent academic achievement. Where children have a more complex need as a result of a birth injury or genetic condition several services may need to work together in order to ensure that the child is adequately provided for.

In all of the above scenarios parents and children are involved and their opinions gleaned, recorded and taken notice of when designing support for the children.



Inclusivity in activities

Ensure everyone participates

At St Stephen's we endeavour to ensure that all children have a full and active part in the curriculum regardless of need. Training is provided to teachers about Inclusive Classroom Practice. Wherever possible adjustments are made to ensure that children with SEN are able to access Education Visits and extracurricular activities in line with their peers. When this is not possible, additional support is put in place so that these pupils access these experiences at their own level and in their own comfort zone. This can mean with additional support, in smaller groups, or with additional physical aids such as transport or other equipment. In all situations, school strives to ensure that children with SEN engage in the activities of school alongside children who do not have SEN.

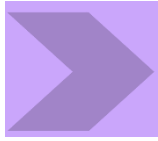


Supporting emotional and social development

Wellbeing at St Stephen's

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council and collective worship council
- Social interaction and friendship interventions are in place for pupils who benefit from this support
- The Nurture Team have training in interventions which develop social skills such as Lego Therapy and All Aboard
- Art Therapy work is used to support identified pupils
- All pupils take part in PSHE lessons and collective worship
- Our SENCO and Nurture Team support families with a variety of needs
- We explore schemes run by charities to enhance the support on offer to our pupils
- We have a zero-tolerance approach to bullying and peer on peer abuse – further detail can be found in both our Safeguarding and Child Protection Policy, and Anti-bullying Policy available on the school website
- Staff are up to date with the latest DfE Mental Health and Covid Recovery training through our Mental Health Champion
- The school website has a section designated to supporting the Mental Health and Wellbeing of parents and pupils (click [here](#) to visit)



Online safety

Keeping children with SEND safe online

The school recognises that, while any pupil can be vulnerable online, there are some pupils who may be more susceptible to online harm or have less support from family and friends in staying safe online. This includes pupils with SEND. Relevant members of staff work together to ensure the curriculum is tailored so these pupils receive the information and support they need.

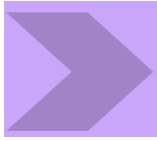
The Designated Safeguarding Lead (DSL) undertakes training so they understand the risks associated with online safety and can recognise additional risks that pupils with SEND face online. Training is also provided to teachers to ensure that they recognise the additional risks that pupils with SEND face online and feel equipped to offer them support to stay safe online.

St Stephen's also sees that parents play a large role in safeguarding our children online. Training and information evenings are provided to parents and pupils and this is provided in partnership with the Police.

Further information can be found in our Online Safety Policy available on the school website or by clicking below.



[Online Safety Policy](#)



Sexual violence and harassment

Safeguarding children

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can occur in person and online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

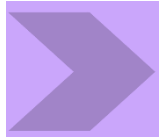
It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Staff are aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

Further information is available in our Safeguarding and Child Protection Policy available on the school website or by clicking below.



Safeguarding and Child
Protection Policy



Evaluating effectiveness

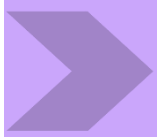
How are we doing it?

Quality First Teaching for all children is monitored through planning and observations. Regular pupil progress meetings are held with the class teacher and the Headteacher to discuss individual pupils and their progress.

The effectiveness of the SEND provision is evaluated and reviewed regularly during leadership meetings at regular intervals. An SEND action plan is in place and is reviewed termly. An annual report is prepared and presented to the governing body.

Provision Maps are used to track provision and the impact of this provision digitally so that it can be accessed by relevant staff member centrally.

We are aware that SEND pupils constitute a vulnerable group and that school needs to know how well they are progressing in relation to their peers in school and others with similar needs nationally.



Handling complaints

What to do if you have a complaint

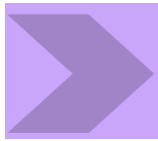
As always, if you have any concerns about your child, please see their class teacher in the first instance. If you need additional support regarding your child's SEND or level of support there is also a weekly opportunity to meet with our SENCO at the Parent Café.

Parents who have a grievance or a complaint about the nature or amount of special needs support that their child receives are encouraged to ask for a mutually convenient meeting with the school in order to resolve the issue. You may wish to request additional staff to attend this meeting.

For further information about this or to make the procedure more formal please refer to our Complaints Policy which is available on the school website or via the school office.

The Local Authority must have in place arrangements with a view to avoiding or resolving disagreements between parents and schools about the special educational provision made for their child. (SEND code of practice)

If you have a complaint about a decision by the Local Authority, further information is available via their [Local Offer website](#) using the [Mediation Link](#). Intendent parental support is also available here.



Spending the budget

High Needs Education and HealthCare Plan (EHCP) allocated funding support for April 2019 – March 2020 is £230,393

This money is spent on supporting individual pupils with a statement through:

- 1:1 LSA support
- Specialist resources
- CPD for LSA supporting individual needs

The school budget, received from Bradford, includes money for supporting children with SEND, this is the allocated 'Notional' SEND budget from April 2021 to March 2022 amounts to £ 337, 313

'Notional' SEN Funding Reception – Year 6

Within SEN Attainment	Within FSM	Within IDACI	Within Base APP 1	Within Base APP 2	Total "Notional" SEND	Notional SEND PP	% overall R-Y6 SB funding	"Notional" SEND 20/21	Diff vs. 20/21	Notional SEND 20/21 PP	Diff vs. 20/21
179,046	33,646	29,642	25,403	69,576	337,313	833	17.5%	340,688	-3,374	835	-2

Notional SEN is the proportion of a school's budget that is 'notionally' allocated for Special Educational Needs (SEN); it is expected to be used for:

- a: meeting the needs of pupils with low-cost, high incidence SEN and
- b: contributes up to the first £6000, towards the additional costs of provision for pupils with high needs

This money is spent on:

- LSA hours to support pupils with SEND
- CPD for all staff
- Resources
- Support and advice from outside agencies
- Bespoke Speech Communication Language Therapy Support though school's commissioned SALT



Local Offer

St Stephen's contribution towards Bradford's published Local Offer

The school's [website](#) states how St Stephen's CE Primary School provides for its SEND pupils in line with [Bradford's Local Offer](#) and the Special Educational Needs and Disability Regulations of 2014.

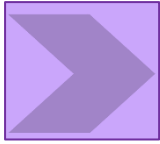
St Stephen's contributes to and enhances the authority's published Local Offer as set out in this information report. In line with the [SEND Code of Practice](#), school uses its best endeavours to meet the needs of all children, and where necessary make reasonable adjustments to accommodate SEND. In our best efforts to create an inclusive ethos whilst making sure that a child with SEND gets the support they need. For this reason, arrangements for children with SEND are discreet and designed to help children feel part of the school family.

On the [school website](#) the Local Offer can be read which sets out what the Local Authority requests Schools to offer its parents and children in terms of support for pupils with Special Educational Needs or Disability. There are also copies of the school's policies and additional documents which are related to SEND on the school's website.



Named contacts

Name of individual	Email address	Phone number
The Special Educational Needs Co-ordinator – Mrs M. Fillan	office@ststephens.bradford.sch.uk	01274 731 698
The named governor for SEND and Inclusion - Mrs C. Mossop	office@ststephens.bradford.sch.uk	01274 731 698
Designated Safeguarding Lead – Mr T. Elcock	office@ststephens.bradford.sch.uk	01274 731 698
Bradford LA's mediation adviser is a company called Collis Mediation Ltd	info@collismediationltd.com	07715 958 290 (call or text)



Additional support

Admissions

All applicants are treated equally and we will not discriminate against pupils with special educational needs. Children with special needs but who do not have an Education Health and Care Plan (EHCP) will be admitted.

We do not refuse admission to children who have an Education Health and Care Plan (EHCP) if their parents choose St Stephen's CE Primary as their choice of school.

Parents of children with SEND should apply for a place at the school via Bradford Council:

<https://www.bradford.gov.uk/education-and-skills/school-admissions/apply-for-a-place-at-one-of-bradford-districts-schools/>