



SEN and Disability

Local Offer: Primary Settings

www.lancashire.gov.uk



St Stephen's CE School,

South Meadow Lane

Preston

PR1 8JN

01772 556306 www.st-stephens.lancs.sch.uk

Does the school specialise in meeting the needs of children
with a particular type of SEN? No

SENCO Mrs Sally Haughton senco@st-stephens.lancs.sch.uk

Accessibility and Inclusion

St Stephen's school is currently wheelchair accessible to pupils up to Year 5. If necessary classes in the upper juniors would be rearranged in order to facilitate wheelchair users. To enable all access for pupils and parents/carers with disabilities the school has ensured that all doorways and entrances to the school are on a single level and wide enough to accommodate a wheelchair if necessary. There is an accessible parking space close to the main entrance of the school. This is available for disabled visitors and parents/carers who may visit the school. An accessible toilet is available for wheelchair users in the Nursery and there are 3 accessible toilets in the main school building. Access information is available on the school website and a community noticeboard in addition to regular newsletters. Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom. The school has a range of ICT programmes to support pupils with SEND, where appropriate, in addition to iPads, headphones, computers and interactive whiteboards installed in every classroom. Communicate In Print software is used to support pupils who may benefit from a more visual approach. This software is also used to help particular children learn to read. It is a word and symbol based programme.

We are lucky enough to have several bi-lingual teaching assistants. When communicating with parents/carers whose first language is not English we will ask one of them to act as a translator. One some Early identification is vital and outside agencies can help advise on the provision of intervention strategies. The class teacher informs the SENDCo and the parents/carers at the earliest opportunity to alert them to concerns and enlist their active help and participation. At this point a meeting with parents/carers will be arranged. The SENDCo will sit in on the meeting with parents/carers if the class teacher feels this will be beneficial. The class teacher and the SENDCo then continue to assess and monitor the children's progress in line with existing school practices. The SENDCo works closely with parents/carers (when possible) and with teachers, to plan an appropriate programme of intervention and support. This will include drawing up an Individual Education Plan (which will have up to 3 outcomes for the child to work towards during the following term). These outcomes may be in one curriculum area, such as Maths, or may be across both Literacy and Maths. Other outcomes may include those to improve social skills, concentration, organisational or communication skills. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate next steps to work on. Pupils may be assessed using PIVATS enabling outcomes to be broken down into small steps in order to focus teaching and learning and show progress.

Staff from outside traded agencies such as SEND Services can help screen for dyslexia, dyscalculia and dyspraxia. For pupils with SEMH needs we work closely with the Inclusion Hub which includes support from Reach Behaviour. Each class has the benefit of at least a shared teaching assistant (TA) and in some cases this may be a full time TA or more than one TA in one class depending on the need within that class. This support is closely monitored by the Headteacher and the SENDCo and is reviewed on a regular basis.

In the case of children with a hearing impairment (HI), a visual impairment (VI) or medical needs, specialist support, equipment and training is provided by the SEND Services, NHS (School Nurses, Specialist Nurse for

The SENCO can refer pupils to Speech and Language Therapy, Occupational Therapy, Specialist teachers for VI, HI and Physical difficulties and also to Child and Adolescent Mental Health Services (CAMHS).

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TAs at St Stephen's are employed either to support children with SEN or for EAL children or for those in receipt of support through our Pupil Premium. Some children may fall into 2 or 3 of these categories and may therefore access support from more than one TA across the week. In addition to our TAs there is one Higher Level Teaching Assistant. The HLTA works in the Nursery, in Foundation and KS1. 1 HLTA and 6 TAs have been trained to support pupils with Autistic Spectrum Condition (ASC). Teachers and support staff receive specialist advice from Hillside Specialist School about how to best support pupils with ASC. 1 TA also received training to support pupils with VI. We have one TA trained in Emotional Literacy and they facilitates pupils and staff with Nurture support.

When sitting SATs children with particular SEN can be supported through access arrangements, have timed breaks, be granted additional time or sit these tests in a quiet setting in a small group to aid concentration.

The Lancs Tracker also tracks progress and provides data monitoring pupils receiving the Pupil Premium as well as pupils with SEND. SEN pupils are assessed using PIVATS. This information is updated on termly basis.

Reviewing and Evaluating Outcomes

In line with the Local Authority guidelines, children with Education Health and Care Plans receive individual or small group support from TAs and specialist teachers. TAs work to support the child under the direction of the class teacher. Education health and Care Plans must be reviewed annually.

Parents/carers contribute to and take part in Annual Reviews of EHC Plans and receive copies of all relevant paperwork concerning their child. Pupils are also asked to make a contribution to the review in writing and to attend the last 10 minutes of the review to share work, experiences and give their opinions on matters relating to them. IEPs are produced termly or half termly depending on the circumstance and pupil and the school operates an 'Open Door' policy with regards to any concerns a parent/carer may have. The targets on the IEP must be SMART: Specific, Measurable, Achievable, Realistic and Time-Related. This means that the child is brought in on their learning and they can feel successful and proud of themselves.

Pupils' progress is monitored throughout the school using IEPs and the Lancs Tracker.

Keeping Children Safe

The Deputy Head Ms Greenhalgh (DSL). Miss Livesey, Mrs Haughton and Mrs Islam are the backup DSLs. Any concerns for pupils' welfare must be taken to the DSL in school.

The Head Teacher carries out Risk Assessments where necessary. Staff carry out their own Risk Assessments when going on trips. Dynamic risk assessments are carried out as and when necessary.

If required, a handover is carried out by a TA or class teacher to the appropriate parent/carer. Children can enter the building from 8.40 am each morning. Foundation and Year 1 children enter straight into their classrooms from the playground. Years 1 / 2 and 2 enter via a ramp from the playground and the juniors enter through the link corridor which links the infant and junior departments. All teachers are ready to receive their children at 8.40 am in their classrooms.

There are some parking areas by the school for pick up and drop off points. Parents/carers are encouraged not to park on the yellow zig-zag area on the busy s-bend outside the school. A local Community Officer is often present at either drop off or pick up times to ensure that this area is kept clear.

Welfare staff supervise each lunch break including supervising children in the playgrounds. One teacher and at least 2 TAs supervise morning and afternoon breaks in the infants and 1 teacher and 1 TA supervise morning break in the juniors.

Health (including emotional well being)

One Learning Mentor has the specific role of overseeing the implementation of Nurture strategies which are delivered by our ELSA trained TA through school for those pupils who need it. Nurture strategies are used in IEPs for those pupils.

All medicine is recorded in a medicine book along with details of dosage and frequency and parents/carers sign to grant authorisation to the school to administer to their child.

Care plans are passed on to the relevant Class Teacher and the master copy is kept in SEN records. Particular information from Care Plan, such as severe nut allergies, is shared with all staff including Lunchtime staff and Kitchen staff.

All support and teaching staff are kept regularly up to date with First Aid Training to ensure staff are familiar with what action to take in the event of an emergency.

Each playtime there are 2 staff on First Aid duty for the Infants.

In addition, Epipen training has been provided by the School Nurse and this has been presented to some staff by the SENDCo. Yr 1/2 staff have had diabetes training.

This ensures that relevant staff are conversant with the appropriate action or medical procedure required. Care plans are updated when necessary by the Virgin Care School Nurse team and if amended these are shared with the parents/carers and staff again.

Some pupils access speech therapy in school, some go to clinic for their therapy. Specialist programmes are provided and demonstrated to class teachers or TAs to be carried out for specified periods of time each week. Other professionals such as Physiotherapists and Occupational Therapists are sometimes involved with children with additional needs. These professionals see children in school and leave programmes of work with the SENDCo/TA for the TA involved to carry out between therapy sessions.

If particular concerns arise in school or from parents/carers, after discussions with parents/carers, TA and class teacher the SENDCo will meet with parents/carers to write a letter of referral to the Community Paediatrician. The SENDCo/Doctor will occasionally refer children to Child and Adolescent Mental Health Services (CAMHS) where emotional or mental health issues, such as suspected ADHD or ASC, arise.

Communication with parents/carers.

The website contains details of all staff currently employed by the school and the School Prospectus also provides this information. The School operates an 'Open Door' policy and has 2 parents' evenings a year to provide opportunities for parents/carers to discuss the progress of their child. A full report is sent to parents/carers in the summer term. Progress reports are sent out termly and a comments form is enclosed with the July report. A parent/carer questionnaire is also provided for parents/carers to record their views and suggestions. This goes out to parents/carers in February/March.

Feedback forms are also provided for parents/carers to complete with the Autumn and Spring reports.

Prospective parents/carers are always welcome to make an appointment to look around the school with the Headteacher.

The Induction Meeting for new children starting in school each September is held each June. All Foundation staff and various other staff attend including the SENDCo who encourages parents/carers to come forward at the end of the meeting to talk about any concerns or medical professionals that are involved with their child.

Infant teachers who hand children over to parents/carers at the end of the day can have an ongoing dialogue with parents/carers as and when they see fit, to discuss issues that may arise such as behaviour, illness or attendance and progress.

A weekly newsletter is sent home each Friday, informing parents/carers of upcoming events in the school such as class trips, Friday class assemblies and upcoming Parent/Carer workshops. These workshops have been run in both Key stages for maths, reading and writing.

Parents/carers are also given the opportunity to join Dojos. This enables the Class Teacher and parent/carer to send messages and photographs to each other using iPads in school.

Working together.

There is School Council run by the Year 3/4 teacher for pupils to contribute their own views. Parents/Carers can have their say about their child in Parents' Evenings, at additional appointments made with the class teacher, Annual Reviews, PLP reviews (if they express a wish to do so).

Elections to the Governing Body are held in the event a vacancy arises.

In the event of ongoing communication being needed to help support a child, liaison books are often used when agreed by a teacher and a parent/carer. Several teachers/TAs currently have a daily dialogue via a liaison book with a parent/carer. Parents/carers can make an appointment to further discuss any issues that may arise through this dialogue.

The SEND Governor is currently Mrs Angela Fitzpatrick who has termly meetings with the SENDCo in order to keep up to date with SEND provision and issues. She has also recently visited some classes to get a better understanding of how our TAs support our children.

Occasionally the Headteacher will draw up a home/school contract. For example, on return from a fixed term exclusion or when we are trying to work in partnership with parents to improve behaviour.

What help and support is available to the family?

The school employs two Learning Mentors. The Learning Mentors are involved in completing Early Help Plans for families who may need access to extra support. They also run the subsequent Team Around the Family meetings where issues are addressed through discussion with relevant professionals and the family. Learning Mentors develop good working relationships with families to enable any issues with income, attendance, providing food or providing furniture to be resolved.

There is a Community Notice board which contains additional information of upcoming events or general useful information e.g. Summer Fair, Parent/Carer Workshops, Parents' Evenings, etc.

Parents sometimes ask for help with completing annual review advice forms leading up to their child's review. The SENDCo is available to support them to complete these forms.

If a pupil required a Travel plan to get their child to and from school this would be dealt with by the Class Teacher, SENDCo and Head Teacher if required. IASS (Inclusion Advice and Support Service), Pupil Access and the SENDCo's advice would be sought.

The SENDCo will pass on information to particular parents/carers via leaflets and fliers, such as speech therapy drop in sessions, IASS information and meetings for parents/carers of children with ASC.

The SENDCo works in school for 3 days each week.

Transition to Secondary School

Each Year pupils visit their forthcoming Secondary School for taster sessions and also Secondary Teachers from the Local Schools visit to help ease the transition from Year 6 to Year 7. The children receive their 'It's Your Move' booklet to help them to prepare for their move to their Secondary school. Year 5 children are also invited to special event days at local Secondary schools.

In addition to this, children with EHC Plans have a Transition Review in the Spring term, with parents/carers, the SENDCos from both schools, the TA, the teacher (when possible) any other professionals involved with the child. These are held so that the receiving school has as much information about the child as possible. Levels of attainment, progress, behaviours, particular needs/learning styles and friendships groups are discussed. The child also attends part of this meeting so that he/she can ask questions.

At the end of the Transition Review additional visit dates are set when the parent/carer can take their child to their Secondary School where the child will meet their current TA. On some occasions the TA will accompany the child on their visit after meeting here. They may spend the morning there, visiting lessons, taking photos of rooms and staff, find where the dinner hall is and have some dinner. On occasions the child may stay a full day.

A book about Secondary School is then made from the photos and information they have brought back with them. Support is then given in school to children with regards to asking for help at Secondary School, handing in homework, getting your bag ready for the next days' lessons, reading and using timetables, completing homework logs, etc... Children find this work and these extra visits very valuable as do parents/carers.

During the Summer term the TA in Year 6 has recently started to hold drop-in lunchtime sessions whereby Year 6 pupils can drop in, eat their lunch and chat about going to Secondary School. This is very informal and child-led so the children choose the topics they want to talk about.

The specialist teacher for children with ASC can provide us with a Transition work book that the TA in Year 6 works through with children with ASC.

The Year 6 teacher is available by appointment to discuss any transition issues that parents/carers may like to discuss.

Extra Curricular Activities

St Stephen's operates a daily Breakfast Club and After School club available to all pupils. Breakfast club costs £4 from 7.45 a.m. or £2 from 8.30 a.m. and ASC costs £2 until 4.00 p.m. and £8 for the whole session until 5.45 p.m.

There are opportunities for pupils to take part in a wide variety of extra-curricular clubs, such as; choir, comics club, games club, Bible club, gardening club, multi – sports club, Spanish club and music lessons (clarinet, brass), Not all of these clubs run at the same time but parents/carers will be

sent letters when a new club is going to start in a particular term. Junior sports club tend to be run for 6 weeks and then changed for another sports club. All these clubs are free and they are available to all the pupils in the designated age range assigned to that activity (e.g. gardening club from Year 2 to Year 6).

Playground Buddies are used to encourage children to play games, respect equipment, take turns and include others. They also help Reception children during Lunch in Autumn Term to help new pupils settle in to normal School routines.

Every lunchtime a Key Stage 1 and a Key Stage 2 play leader are employed to encourage children to play games together. In addition staff from Fishwick Rangers play games with key stage 2 children 3 times a week.

Professionals allocated to St Stephen's;

SENDO – Iain Philips

Link Educational Psychologist – Laura Halton

Link Speech Therapist – Vacant currently

Useful phone numbers;

CAMHS – 01772 777344

School Nurse 01772 777269

SEND South Team – 01772 531597

Health Visitor Team – 01772 777235