

## SEND Information Report for families of children with Special Educational Needs and /or Disabilities

Stephenson Memorial is a fully inclusive school, which ensures that all pupils achieve their potential personally, socially, emotionally, physically and educationally.

Our Local Offer lets you understand how we support pupils with special educational needs and disabilities.

Parent and pupil views are important to us; these are collected in the following ways:

Parent and  
pupil  
questionnaires

Feedback from  
families during  
annual review  
meetings.

An 'open door' policy.  
Parents and carers are  
welcome to approach  
school at anytime.

### Supporting Pupils With Special Educational Needs/ Disabilities and Their Families

We will let families know about any concerns about a pupil's learning by:

Discussions  
with class  
teacher and other  
staff.

Regular informal  
catch-ups with  
class teacher/  
teaching  
assistants.

Sharing individual  
targets through  
Support Plans &  
Pupil Passports.

Annual reports  
shared which  
contain information  
about attainment  
and progress.

Identifying a child as having Special Educational Needs is not a simple process and we promise to involve parents and carers during this. When a pupil is identified as having special educational needs, we support their development and progress by:



At every stage of this cycle outcomes are shared and discussed with parents.

More information regarding how we identify children with SEN can be found within our policy on the school website.

*Glossary of terms available on page 6.*

At Stephenson, we believe a collaborative approach is vital in order to achieve the best outcomes. The other people / agencies and teams providing services to children with a special educational need / disability in school include:

Silverdale Outreach

Educational Psychology Services

Occupational Therapists

Speech and Language Therapists

Language and Communication Team

CAMHS

Dyslexia Team

Health  
e.g Nurses, Health Visitors

We work in partnership with other education providers to ensure that pupils make a successful transition to the next stages of their learning, through careful and coordinated planning of the transition. We provide the following support to pupils when they are leaving the school:

Sharing information with the next setting.

Transition review meetings for all SEN children with Parents and staff from both schools.

Transition visits for all learners, specially organised visits for vulnerable learners.

Individual arrangements are made; e.g-learning mentor from CCC visits school every Friday afternoon for the last term.

After transition, Stephenson staff are available to support in the Secondary school, during the 'settling in' period.

Home visits are arranged for all children joining Foundation Stage. Staff liaise with health professionals and previous Nursery settings.



## *Staff Arrangements*

*Support staff are placed where they are needed throughout the school to ensure effective pupil progress and independence. We have two specialist teaching assistants in school who deliver 1:1 Speech and Language programs.*

## *Staff Training*

*Every teacher at Stephenson is committed to providing an adaptable, inclusive learning environment.*

*All staff have completed and will continue to receive a range of on-going training in special educational needs and disabilities. We encourage sharing of good practice and promote a pro-active approach to their own development needs.*

*Our Special Educational Needs Coordinator has completed the National SENCO Qualification, she provides advice and guidance to staff and is available to consult with parents and carers wherever appropriate*

## *Supporting Families*

*We work in partnership with families to help them support their children's learning outside of school.*

*We are lucky to have a team of Safeguarding Leads who are available to support all families and pupils in school when needs arise.*

*Families are also signposted to additional services / organisations through the Local Offer.*



## *Further Information*

*Behaviour and anti-bullying policies are regularly reviewed with a focus on how they affect pupils' with special educational needs or disabilities.*

*Other useful documents such as our Special Educational Needs and Inclusion Policy are also available on our website.*

*Our self-evaluation process will look at teaching and learning for pupils with special educational needs and disabilities.*


*All school-related activities are evaluated in terms of their benefit to the learning and inclusion of pupils with special educational needs and disabilities.*

*If you would like further information about what we offer here at **Stephenson Memorial** then please contact our Deputy Head and SENCO; **Miss Stephanie Pawlett** (0191 200 7365)*

## *Glossary of Terms*

SEN	Special Educational Needs	AEN	Additional Educational Needs
SENCO	Special Educational Needs Coordinator	EYFS	Early Years Foundation Stage
EHA	Early Help Assessment	SM	Stephenson Monitoring
EHC	Education, Health and Care Plan	S&L	Speech and Language
CAMHS	Children and Adult Mental Health Services	LCT	Language and Communication Team
PP	Pupil Passport		

*School entitlement offer to pupils with special educational needs or disabilities*

	<i>Support Available within school</i>
 <p><b>Communication and Interaction Needs:</b></p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Autistic Spectrum Disorders</li> <li>• Speech, Language and Communication Needs</li> <li>• Social communication difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Visual timetables</li> <li>• Areas of low distraction</li> <li>• Support / supervision at unstructured times of the day.</li> <li>• Social skills programme / support including strategies to enhance self-esteem.</li> <li>• Small group work to improve skills.</li> <li>• ICT is used to support learning where appropriate.</li> <li>• Strategies / programmes to support speech and language development.</li> <li>• Strategies to reduce anxiety / promote emotional wellbeing.</li> <li>• Where appropriate we will use support and advice from other partners to meet the needs of pupils.</li> <li>• Planning, assessment and review.</li> <li>• Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil.</li> <li>• Teaching resources are routinely evaluated to ensure they are accessible to all pupils.</li> <li>• Differentiated curriculum and resources</li> <li>• Specialist nurture support available to all ch. delivered by in school Thrive practitioners.</li> </ul>



*School entitlement offer to pupils with special educational needs or disabilities*

*Support Available within school*



*Cognition and Learning  
Needs:*

*e.g.*

*Moderate Learning  
Difficulties*

- *Strategies to promote/develop literacy and numeracy.*
- *Provision to support access to the curriculum and to develop independent learning.*
- *Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc.*
- *Technology is used to reduce barriers to learning where possible.*
- *Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.*
- *Plan - Do - Review approach for all needs.*
- *Access to teaching and learning for pupils with special educational needs is monitored through our self-evaluation process.*
- *Teaching resources are routinely evaluated to ensure they are accessible to all pupils.*
- *Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil.*
- *Differentiated curriculum and resources*



## School entitlement offer to pupils with special educational needs or disabilities

### Support Available within school



#### Social, Mental and Emotional health

e.g.

- Behavioural needs
- Social need
- Mental health needs
- Emotional Health and Wellbeing

- Our ethos values all pupils.
- Behaviour management systems encourage pupils to make positive decisions about behavioural choices.
- The behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions.
- Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities.
- We provide effective pastoral care for all pupils.
- Support and advice is sought from outside agencies to support pupils, where appropriate.
- Small group programmes are used to improve social skills and help them deal more effectively with stressful situations.
- Weekly forest school for all
- A free breakfast club open to all children.
- Friendship lunches offered when needed
- A 'Rainbow Team' with a representative from each class.
- Thrive approach to nurture delivered by specialist staff.
- Information and support is available within school for behavioural, emotional and social needs.

## School entitlement offer to pupils with special educational needs or disabilities

### Support Available within school



#### Sensory and Physical Needs:

e.g.

- Hearing/Visual Impairment
- Multi-sensory impairment
- Physical and Medical Needs

- Support and advice is sought from outside agencies to support pupils, where appropriate.
- Support to access the curriculum and to develop independent learning.
- Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs.
- Access to Medical Interventions.
- Access to programmes to support Occupational Therapy / Physiotherapy.
- Support with personal care if and when needed.
- Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning.
- Staff understand and apply the medicine administration policy.
- Working with Sensory Team specialists to gain advice and strategies.
- Sensory Yurt is available for all children.
- The Special Educational Needs Coordinator completes any necessary training in order to offer advice and guidance to staff about the needs of pupils.
- All entrances to the school allow wheelchair access.
- The school has disabled toilets and adjustable changing bed.



*If you have any concerns about your child's special educational needs or disability, their progress or the support you receive, we would ask that you to come into school and discuss matters further with your child's class teacher and / or Miss Pawlett / Mrs Wynn*

*Although school complaints procedures are in place and can be accessed through our website we would always hope to resolve any issues or concerns informally by working in partnership with parents.*

#### **Note**

*Parents can contact North Tyneside Parent Partnership Service (SENDIASS) for impartial information, advice and support in relation to their child's special educational need and / or disability on*

*Tel - 0191 643 8317 / 0191 643 8313.*

*E-mail - [sendiass@northtyneside.gov.uk](mailto:sendiass@northtyneside.gov.uk)*

**Evaluated by the school Inclusion Team-** September 2019

**Next Review Date-** September 2020