

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. We believe that every child has the right to be included and feel valued.

This report 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:

Involving in
discussions
with class
teacher and
other staff.

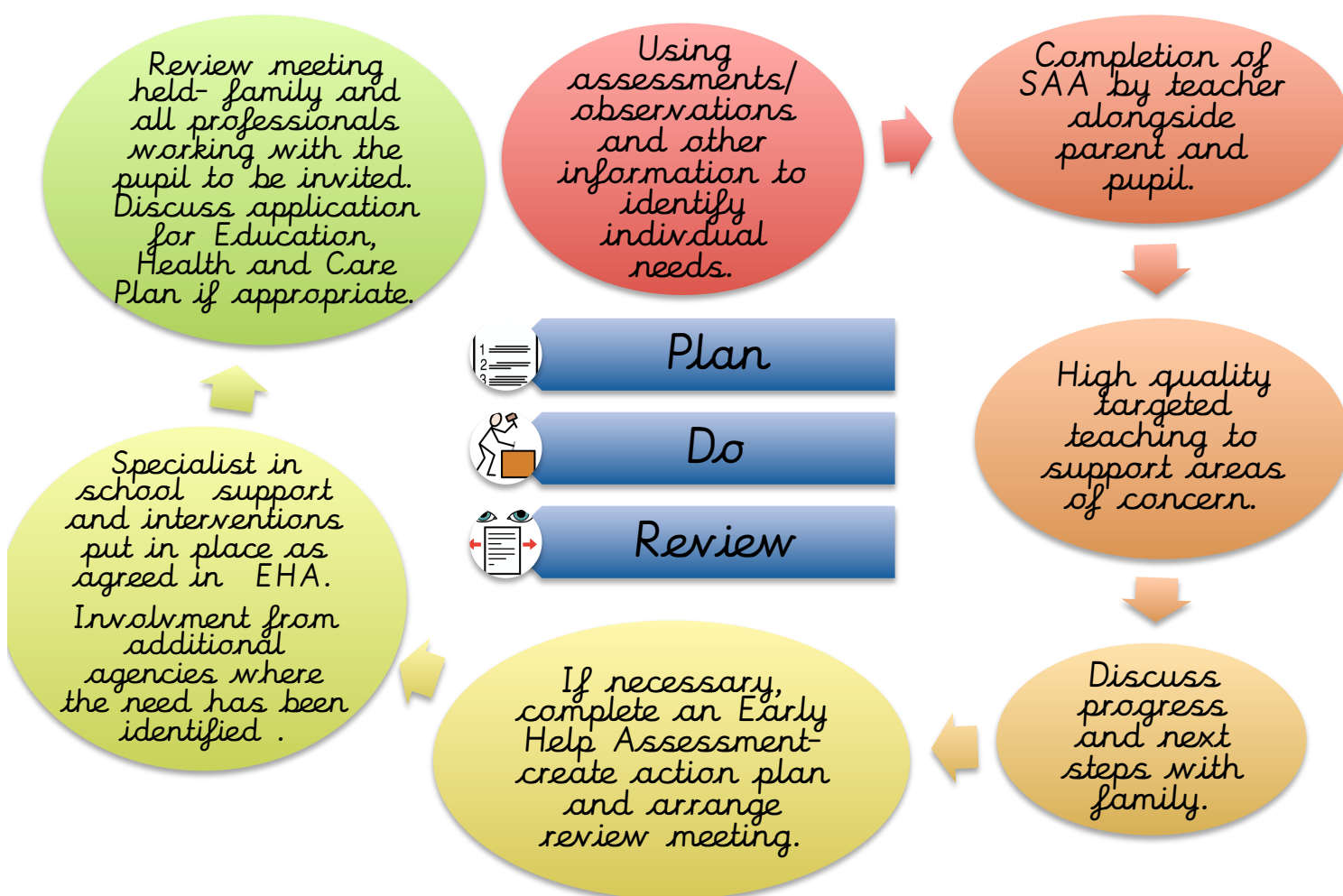
Sharing initial
concerns
checklist.

Sharing
outcomes of
pupil discussions

Regularly
sharing
progress
reports with

Identifying a child as having Special Educational Needs is not a simple process and we promise to involve parents and carers during every stage of the process. Transparency and sharing of information is vital to ensure the right outcomes are achieved for children.

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:

Behaviour Support

Educational Psychology
Services

Occupational Therapists

Speech and Language
Therapists

Language and
Communication Team

Children and adolescent
mental health services
(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

After transition,
Stephenson staff are
available to support in
the Secondary school,

Home visits are
arranged for all
children joining
Foundation Stage.
Staff liaise with health



Staff Arrangements

Support staff are placed where they are needed throughout the school to ensure effective pupil progress and independence. Where possible, we try to ensure that regular interventions, such as a dyslexia programme is delivered consistently by the same person. Where this is not possible, a concise and planned transition between staff is carried out.

Staff Training

We believe that every teacher is a teacher of every child and each 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 own development needs.

Staff are responsible for adopting a proactive approach to their professional development and with the support of Senior Leaders will receive the training opportunities required to meet the needs of all their children.

Our fully trained Special Educational Needs Coordinator 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 full time Family and Access Links Manager, Angela Mason, who is available to support all families and pupils in school when needs arise.

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

Equality and Accessibility.

Behaviour and anti-bullying policies are regularly reviewed with a focus on how they affect pupils' with special educational needs or disabilities. We uphold a zero-tolerance approach to any form of prejudice, discrimination or bullying. Overseen by the Senior leadership team staff are vigilant to possible incidents where a pupil may feel they are being treated differently and immediate action is taken. There may be the rare occasion where a child with additional needs may not realise they are subject to any unfair or wrongful treatment. There are extremely high expectations of staff and pupils to ensure all pupils are treated equally. Vulnerability is well supported throughout our school and immediate and prompt and if necessary, sensitive action is taken. Many children with special educational needs or disabilities have access to a nurture group with their peers. This provides additional opportunities to share feelings and views.

Pupils' views are collected more formally at least 3 times a year, as part of the review of Action Agreements.

Similarly, school would encourage parents and carers to contact school if they have any concerns.

If a child with additional needs or disabilities joins our school, a comprehensive evaluation will take place to ensure that the pupil can access all areas and aspects of school life. Every pupil should be able to access every aspect of the curriculum, both inside and outside the school building. Reasonable measures will be taken place to ensure full participation is achieved. (For example, school has recently installed an electronic, adjustable changing table.)

The Inclusion Manager is responsible for the management of these plans, with the consultation of the Head teacher and any recommended adjustments will take place as soon as reasonably possible.

The school has a detailed Equality and Diversity policy which highlights our systems in more detail.



If our school is deemed the appropriate educational setting for a child, we ensure that no child is unable to attend our school because of a physical disability. If a child is joining us from another school, we will ensure that a thorough transition occurs. (In the same way as we would if a child was to leave our school - see above.)

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.

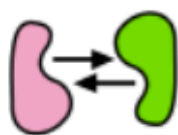
If you would like further information about what we offer here at **Stephenson Memorial** then please contact our Inclusion Manager; **Mrs Jan Browne (0191 200 7365)**

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	SAA	Stephenson Action Agreement
EHC	Education, Health and Care Plan	S&L	Speech and Language
CAMHS	Children and Adult Mental Health Services	LCT	Language and Communication Team

School entitlement offer to pupils with special educational needs or disabilities

Support Available within school



Communication and Interaction Needs:

e.g.

- Autistic Spectrum Disorders
- Speech, Language and Communication Needs
- Social communication difficulties

- Visual timetables
- Areas of low distraction
- Support / supervision at unstructured times of the day.
- Social skills programme / support including strategies to enhance self-esteem.
- Small group work to improve skills.
- ICT is used to support learning where appropriate.
- Strategies / programmes to support speech and language development.
- Strategies to reduce anxiety / promote emotional wellbeing.
- Where appropriate we will use support and advice from other partners to meet the needs of pupils.
- Planning, assessment and review.
- Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil.
- Teaching resources are routinely evaluated to ensure they are accessible to all pupils.
- Differentiated curriculum and resources

School entitlement offer to pupils with special educational needs or disabilities

Support Available within school




Cognition and Learning Needs:

e.g.

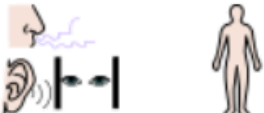
Moderate Learning Difficulties

- *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.*
- *ICT 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.*
- *Planning, assessment and review.*
- *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.*

	<ul style="list-style-type: none"> Differentiated curriculum and resources
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School entitlement offer to pupils with special educational needs or disabilities	
	Support Available within school
 <p>Social, Mental and Emotional health</p> <p>e.g.</p> <ul style="list-style-type: none"> Behavioural needs Social need Mental health needs Emotional Health and Wellbeing 	<ul style="list-style-type: none"> 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. Outdoor learning is used to offer a different approach to the curriculum. There is a nurture group at lunch times / break times to support pupils. Information and support is available within school for behavioural, emotional and social needs.

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School entitlement offer to pupils with special educational needs or disabilities	
	Support Available within school
 <p>Sensory and Physical Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> Hearing/Visual Impairment Multi-sensory impairment Physical and Medical Needs 	<ul style="list-style-type: none"> Support and advice is sought from outside agencies to support pupils, where appropriate. ICT is used to increase access to the curriculum. 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. 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 / facilities



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 the Special Educational Needs Coordinator.

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 for impartial information, advice and support in relation to their child's special educational need and / or disability on tel. 0345 2000 109.