

Stepgates Community School
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Stepgates Community School

Special Educational Needs Report

2016-2017

We are a mainstream, inclusive school which fully complies with requirements outlined in the Special Educational Needs Code of Practice 2014.

How we cater for Children with Special Educational Needs

All staff have been trained to cater for learners who may have difficulties with;

- Cognition and learning
- Communication and Interaction
- Social, emotional and Mental Health
- Sensory and /or physical needs

Stepgates makes reasonable adjustments to our classrooms and the way we teach so as to comply with the Equality Act 2010.

We have an attached Speech, Language and Communication Centre, which provides support for children with Speech, Language and Communication needs.

We have staff with expertise in:

- Numbers Count
- Reading Recovery
- Better Reading Partners
- Talk Boost
- Emotional Literacy
- ASD
- Speech and Language needs
- Drawing for Talking Therapy
- Attachment Disorder
- ADHD
- Sensory Integration
- Specific Health needs

At Stepgates we follow the Assess, Plan, Do, Review cycle when identifying Special Educational Needs.

Parents with any concerns or complaints should speak to the child's teacher in the first instance. If the matter cannot be resolved, either the SENCO or Inclusion Manager would be happy to discuss any concerns.

All SEN provision is monitored and reviewed by the SENCO and Inclusion Manager. This includes:

- Provision Mapping
- Observations and Learning Walks
- Intervention analysis
- Assessment analysis

Parents play a key role in this process and work alongside the class teacher and SENCO to carefully plan next steps and thoughtful interventions.

Parents are invited in to class at a range of opportunities, to share learning opportunities with their children. For example, Parents in School weeks and Parent's Evening. We have an Open Door policy.

How we identify Special Educational Needs and review a child's progress

Our home school Link worker, Catherine Allen can support parents and make recommendations on how to positively engage with their child's learning and all round development.

We are aware of children's different cultural and social backgrounds and work carefully alongside outside agencies, to support families and children.

We assess all of our children termly. Following assessments, Pupil Progress meetings are held where progress is discussed and interventions for the next half term organised.

We also have Pupil Clinics where teachers are able to raise any concerns about any children in their class.

All children are treated with dignity and respect. Care and consideration is given to ensure information is shared appropriately with the relevant parties.

We have a Special Educational Needs Policy that can be found on our website.

Mrs Palmer is our mainstream SENCO and Mrs Pope is the Inclusion Manager and Head of Specialist Centre.

They can be contacted via the school office on 01932 563022

If there are still concerns, the SENco will also meet with the class teacher and parents to discuss and arrange interventions if necessary.

We hold termly meetings with parents and teachers and send out a written report at the end of the school year. Parents are welcome to come in to school in order to discuss how they can support learning and progress.

If further advice is needed and progress is still not as expected, outside agencies will be contacted to observe and assess the child's needs.

In the first instance, any concerns would be raised by the child's class teacher to the parent.

Steps will be put in place to monitor the child's progress following this initial meeting.

Arrangements for consulting with parents of children with SEN and involving them in their child's education.

Parents can come into school at any time to discuss their child's progress. Any concerns can be initiated by the parent's as well the class teacher.

Parents are invited to become members of Friends of Stepgates School. We also have parents who are represented on the board of governors.

We have Parents in School Week, regular parent evenings, and home learning is sent home on a weekly basis.

At the beginning of the year all children complete a One Page Profile. They record what is important to them and how best they can be supported. We feel it is important to have the views of the learner so that they can be involved in their own learning.

Following consultations with parents, children, teachers and SENCo, a decision is made about what type of support is appropriate and necessary.

If an Outside Agency visits a child in school, they will have a familiar adult with them, to ensure they feel comfortable to voice their opinions and views.

How we talk to young people about their Special Educational Needs.

We are sensitive towards the needs of the children and regularly monitor their feelings towards how we are supporting their Special Educational Needs.

Parents are involved in sharing resources to support their child, at home.

Children are able to talk to their class teachers and staff within their class about any concerns or problems they may have.

We use our One Page Profiles as a tool to aid transition each year. In year 6 these are passed on to Secondary schools.

All year 6 children are given the opportunity to attend Induction days at their new schools in the Summer Term. Our SENCo meets with the SENCo's from the Secondary schools and where appropriate Secondary schools are invited to Transition reviews and to spend time with the children whilst they are still at Stepgates.

For some children, Transition booklets are provided for the children to take home during the summer. Social stories are also provided where necessary.

When starting school, there are a number of opportunities for children to become familiar with the school and their classroom.

These include:

- Home visits
- Nursery Visits
- Drop in session-'Stay and Play'
- 'Steps into School' programme.

Parents are invited to meet with class teacher and SENCo/Inclusion Manager in order to discuss the next stage of development.

How we support children through transition.

In Key stage 1 we have a staged transition plan, which involves children being able to spend time in their new classroom, with their new staff team and teacher.

The Key stage 2 children have a class swap afternoon, where they spend time in their new classes, with their new teachers.

On transition into year 3, from Infants to Juniors, numerous opportunities are provided for the children to play on the Junior playground and eat lunch alongside the other junior children. Again we have a staged transition plan, which involves children being able to spend time in their new classroom, with their new staff team and teacher.

We adopt a graduated approach to meeting needs through quality first teaching. Our staff make reasonable adjustments to help include all children, not just those with SEN.

Provision management supports our school in being able to evaluate provision is effective. Decisions are made as to whether specific interventions are proving to be effective.

The SENCo and Inclusion manager carry out learning walks which include reviewing how provision is delivered.

We have an accessibility plan in place which shows how adaptations are made to our school buildings and outside areas.

We have a whole school approach to Inclusion which supports all learners engaging in activities together. Any barriers to learning are reviewed with discussions on what can be done to overcome them.

Our approach to teaching children with SEN and our Learning Environment

Staff differentiate approached and resources to support access to the curriculum.

All children are included in class trips and visits. Where necessary extra provision is provided to ensure all needs are catered for.

We have a zero tolerance approach to bullying as well as dealing with negative behaviours. Our PSHE Programme looks to develop emotional and social development. We have interventions such as Emotional Literacy, our ELSA is trained to provide further social and emotional support.

We take a very personalised approach to providing engaging learning opportunities for all of our children.

Our staff are trained in a number of Specialist areas. This includes:

- ELSA- Emotional Literacy support Assistant
- ELKLAN and Talk Boost- Speech and Language support
- Numbers Count
- First Class at Number
- Reading Recovery
- Better Reading partners
- Fischer Family Trust

This Academic year Stepgates has worked with:

Learning and Language Support, Behaviour Support Service, Educational Psychology Service, Freemantles Outreach Team, Speech and Language Team, Occupational Therapy and Physiotherapy and Auditory and Visual Support, White Lodge and CAMH's.

Our have regular INSET days and staff training, recently that has included:

- New Curriculum
- Quality First Teaching
- Makaton
- ASD
- Attachment
- Working Memory
- Behaviour for learning
- ADHD
- Effective questioning and group work
- Assessment

Our staff's expertise in supporting all children including those with SEN.

If external support is necessary, referrals are discussed with parents and full consent is gained before proceeding with a referral.

We aim to ensure all staff working with learners who have SEN possess a working knowledge of the child's needs in order to support them fully.