

Stepgates Community School

SEN Information Report

September 2016

1	The Special Educational Needs we cater for at Stepgates.	<p>Stepgates is a mainstream Inclusive school, with a Specialist centre for Speech, language and communication needs attached. We fully comply with the Code of Practice 2014.</p> <p>Staff have been trained to be able to cater for learners who have difficulties with:</p> <ul style="list-style-type: none">-Cognition and Learning-Communication and Interaction-Social, Emotional and Mental health-Sensory and Physical <p>As a school we have extensive knowledge and experience of teaching and supporting children with a range of special needs. We have a Speech, Language and Communication Specialist centre, where children who have identified Speech and Language needs are supported within a small class. They are taught by specialist teachers and Speech Therapists. These children are then integrated into their mainstream classes in the afternoon, to ensure opportunities for further development of social and communication skills. All staff within the school have a good knowledge of how to support children with Speech, language and communication needs. As well as this staff also have a good understanding and experience of teaching and supporting children with the following needs:</p> <ul style="list-style-type: none">• Autism (ASD)• ADHD (Attention deficit hyperactivity disorder)• Attachment Disorder• English as an additional Language (EAL)• Social and Communication needs• Behavioural and emotional needs <p>The provision provided to children with Special Educational needs, is discussed before the children reach our school. Through close liaison with Pre-schools, Nurseries and families, children's needs are discussed and where appropriate observations of the children are made. All documentation is shared with the relevant practitioners. Provision is then carefully planned, to ensure the child's needs are fully supported as soon as they reach our setting.</p>
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2	Information regarding schools policies for identification and assessment for pupils with SEN.	<p>Our school has a Special Educational Needs policy, which has been written in consultation with parents and staff. This can be found via the school website.</p> <p>We have a mainstream Special Educational Needs Co-ordinator, Mrs Palmer and an Inclusion Manager, Mrs Pope, both are contactable via the school office, or by email.</p> <p>mrspalmer@stepgates.surrey.sch.uk mrspope@stepgates.surrey.sch.uk</p> <p>Mrs Palmer and Mrs Pope work closely with all staff to discuss the engagement and progress of the children throughout the school. If any concerns are raised, parents are informed at the earliest opportunity and a meeting is set up, with all staff involved with that child to discuss next steps. As part of the assess, plan, do, review, cycle, parents will continually be updated with the progress that their child is making and are fully involved in the decision making process. Where appropriate, the children themselves are also involved in next steps planning and their thoughts and concerns shared at planning meetings.</p>
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Our approach to Teaching pupils with SEN.

-Evaluating the effectiveness of our Provision

-Arrangements for assessing and reviewing pupils progress towards outcomes, including working with parents and pupils.

-How adaptation are made to the curriculum and learning environment of pupils with SEN.

-Support that is made for improving the social, emotional and mental health of pupils with SEN.

-Arrangement and support that is given for children moving between phases of education

We are an Inclusive and community focussed school. At the beginning of the Academic Year, every child fills out a One Page profile, alongside their parents, so that teaching staff have a clear overview of the whole child.

We whole heartedly believe in on-going dialogue to support children's learning, needs and aspirations. We operate an Open door policy and encourage parents to share any concerns they have at the earliest possible opportunity.

Through discussion, appropriate provision is discussed and appropriate support is put in place for the learner. This can be in a range of forms as outlined below.

- Intervention groups
- Targeted group work
- 1:1 support in a specific area
- Social and Emotional support
- Parenting support

All classrooms, are supplied with equipment that is suitable to the children's age and specific needs. Reasonable adjustments are made where appropriate to ensure a child's whole needs are met. This may be through consultation with Outside agencies, as well as parent's and carers. All teachers deliver Quality 1st Teaching and differentiate learning appropriate, through a range of means

Eg-

- Visual timetables
- Engaging displays
- Topic vocabulary displayed
- Age appropriate equipment and resources

We run a Creative, 'Theme based' curriculum to ensure children are engaged and excited about their learning.

Where appropriate, children also have Care plans, to ensure specific health related needs are made aware to all who are involved with that child, to ensure the child receives the appropriate care, within the school environment.

Through carefully tracking and on-going monitoring, we ensure the provision assigned, its frequency and type, is tailored to target a child's specific needs. Provision is then tracked, to monitor its impact and to enable the school to monitor which child is involved in which intervention. This information is then fed back to Governors, who alongside the Leadership team, monitor the quality and effectiveness of each intervention. All interventions that are put in place are informed

Through research and are evidence based and are measured to monitor impact and attendance through expected rate of progress. These Interventions are run by various members of staff who have all been trained in the specific area.

- Early Literacy Support

- Talk Boost
- Socially Speaking
- Emotional Literacy
- Pre-teaching Vocabulary
- Handwriting
- Occupational Therapy Support
- Speech and Language Support
- Reading Recovery
- Fischer Family Trust
- Numbers Count

We also have a Home school link worker and a School Councillor, who provide support for children on a 1:1 level as well as small groups. We have a number of established relationships with professionals in health, Social care Child and Adolescent Mental Health team, Traveller Support Team, Literacy and Language support and behaviour Support. All external partners we work with hold the relevant CRB checks and have undertaken the relevant safeguarding training. When buying in outside services, the impact of the intervention is monitored and tracked through our provision map, to ensure a value for money service.

Our Inclusion leader has completed the mandatory National SENCo award and is a qualified teacher. We build Special educational needs into our school development plan, which informs the training that is provided to all staff. We regularly invest significant time and money in training our staff to improve wave 1 delivery and develop enhanced skills and knowledge.

To date all staff have received training in the following areas:

- Speech language and communication needs
- Attachment training
- Autistic Spectrum Disorder
- Safeguarding

4	<p>In relation to Mainstream schools and maintained nursery schools, the name, contact details of the SEN co-ordinators and the name of the SEN Governor</p>	<p>Mrs Emma Pope- Inclusion Manager Mrs Katherine Palmer- Mainstream SENCo</p> <p>01932 563 022</p> <p>mrspalmer@stepgates.surrey.sch.uk mrspope@stepgates.surrey.sch.uk</p>
5	<p>Information about the expertise and training of staff in relation to children with SEN, including how specialist expertise will be secured.</p>	<p>Many of our staff are trained to work in specialist areas of Special educational needs. We encourage staff to continually update their skills and knowledge through regular training. Training is tailored to support current needs of the children within the school, at any particular time, whilst continuing to support current good practise. As a part of our Inclusivity, a whole school approach is used to support Speech, language and communication needs, and staff training is on-going in order to support this. This is evident throughout the school by the use of Makaton, visual timetables, and pre-teaching vocabulary sessions. As well as Speech language and communication, we also provide a range of both academic and social and emotional Interventions including:</p> <ul style="list-style-type: none"> • Numbers Count • Numicon • Better Reading Partners • Reading recovery • Early Literacy Support • Talk Boost • Socially Speaking • Emotional Literacy • Pre-teaching Vocabulary • Handwriting • Occupational Therapy Support • Speech and Language Support <p>We also have a Home school link worker and a School Councillor, who provide support for children on a 1:1 level as well as small groups. We have a number of established relationships with professionals in health, Social care Child and Adolescent Mental Health team, Traveller Support Team, Literacy and Language support and behaviour Support. All external partners we work with hold the relevant CRB checks and have undertaken the relevant safeguarding training. When buying in outside services, the impact of the intervention is monitored and tracked through our provision map, to ensure a value for money service.</p> <p>Our Inclusion leader has completed the mandatory National SENCo award and is a qualified teacher. We build Special educational needs into our school development plan, which informs the training that is provided to all staff. We regularly</p>

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8	<p>How children with SEN are enabled to engage in activities available with children and young people who do not have SEN</p>	<p>Our Inclusion policy promotes involvement of all learners in all aspects of the Curriculum, including activities outside of the classroom. Where there are concerns of safety and access, further support and consideration is put in place. Risk assessments are carried out to ensure all learner's needs are considered and to ensure the activity is appropriate in terms of learners needs; where applicable parents/ carers are consulted and involved in planning.</p>