



Key Information

School Name St Stephen's Church of England Primary School

Headteacher Mr Urry

SENCo Mrs Fillan

**Governor
with
Responsibility
for SEN** C. Mossop
S. Ingham

**Contact
details:
address** Gaythorne Road
Bradford
BD5 7HU

Email (admin) office@ststephens.bradford.sch.uk

**Telephone
(admin)** 01274 731698

**Telephone
(SENCo)** As above

Age Range 3 year old nursery (Saplings)
4-11 year old Primary School

Funding Notional budget (Primary School)

We have tried to answer all the questions parents have asked about the provision we have for children with special educational needs. We hope this is clear for you to understand. If you would prefer to talk to one of our friendly, highly skilled and experienced staff, please just phone school and we would be really happy to talk to you.



How do we make sure all children reach their potential?

We are a fully inclusive school. We aim to ensure all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum; regardless of gender, ethnicity, religion, sexual identity, physical ability or educational needs.

Children may have special educational needs that require additional support when progress has slowed or stopped. We implement a graduated approach based on the guidance from Bradford Metropolitan District Council's Children's Services for SEN. This is based on an Assess-Plan-Do-Review (A-P-D-R) 4 staged structure outlined in Bradford's LA Matrix of Need document.

If a child has a Statement of Special Educational Needs or an Education, Health and Care Plan, then we provide the support detailed in the plan.

We provide access to a broad and balanced curriculum, which is well supported and takes account of different learning styles and children's interests. This is managed by Quality First Teaching. We also provide:

- Well- staffed classrooms – at least one teacher and one support assistant in each class wherever possible.
- Quality of teaching and learning routinely monitored by experienced leaders.
- Rigorous pupil tracking system, which ensure all children are monitored.
- Professional dialogue about every child in school every term to ensure any difficulties are identified early and suitable provision is put into place.
- Graduated approach to support pupils following Bradford's Matrix of Need Guidance. Quality First Teaching and differentiated classroom practice, personalised learning targets including group intervention and support as required, support from external agencies as required.
- Dedicated SENCO time
- Our SENCO is on the Senior Leadership Team (SLT)
- Detailed programme of reviews with parents and professionals. Parents' consultations at least three times a year: termly reviews for all children on SEN register and comprehensive annual reviews for pupils with an EHCP
- Parents' views are very important to us
- Children's views are very important. They are invited to reviews where appropriate and asked to contribute.
- Carefully devised behaviour system, including zero tolerance towards bullying
- Restorative Practice throughout school since September 2016.
- Long established, acknowledged and celebrated ethos of inclusion and equality.



How do we help a child with physical needs?

- The building is fully compliant with Disability Discrimination Act
- Disabled toilets
- Every class has access to equipment that helps writing, e.g. sloping boards, a variety of pencil/pen grips, a variety of pens, a range of ICT equipment
- Variety of fine and gross motor skill provision
- Annual review of Equality Policy
- Use of differentiated sports equipment in PE if needed, e.g. specialist balls
- Variable height tables and chairs available.

How do we help a child with speech and language needs?

- Additional funding for a Speech Therapist to work in school every second Wednesday.
- ELKLAN trained staff
- Delivery of programmes devised by speech and language therapists in school and clinic.
- Early screening programmes for pupils in Reception.
- All Aboard early intervention programme for pupils in reception.
- Weekly training for learning support assistants in school.

How do we help a child with sensory impairment?

- Support from consultants to work closely with staff and parents.
- Training for staff to meet the needs of children with a sensory impairment as required.
- Sensory room in school.
- Areas created for children for focused work.

How do we help a child who has social and emotional difficulties?

- Restorative Practice Ethos adopted and developed across school since September 2016.
- Woodlands nurture provision in both Willow and Sycamore buildings.
- Additional sessions with an Educational Psychologist funded by school as required.
- Support from Bradford's 0-25 Specialist Teaching & Support Service (STASS)
- A Range of books to develop wellbeing and self esteem
- Variety of school clubs to promote self-esteem, including Breakfast clubs
- Access to specialist support such as CAHMS and the school nursing team.
- A 10 week Nurture Course for parents to support their child



How do we help a child who needs support with Literacy?

We offer an exciting English curriculum, which combines Writing, Reading, Spelling, Punctuation and Grammar. Children are taught in whole-class groups with Quality First Teaching and closely monitored differentiation. All teachers understand that children learn in a variety of ways. Where children need additional support, we can provide:

- Teachers and Learning support assistants trained in Phonics (Little Wandle Letter and Sounds), with regular opportunities for CPD
- Support from Bradford's 0-25 Specialist Teaching & Support Service (STASS)
- 1:1 and small group intervention/ support
- Baseline assessments to pinpoint areas to target support.
- Engaging – and age-appropriate – reading scheme books.

How do we help a child who needs support with Mathematics?

We offer an exciting Mathematics curriculum (White Rose Maths), which combines arithmetic and reasoning. Children are taught in whole-class groups with Quality First Teaching in mind. All teachers understand that children learn in a variety of ways. Where children need additional support, we can provide:

- Resources to support learning.
- Baseline assessments to pinpoint areas to target support.
- Immediate teacher assessment and 'same day' intervention
- Structured Interventions to provide additional support.
- Support from Bradford's 0-25 Specialist Teaching & Support Service (STASS)

How do we support a child who has medical needs?

- Individualised medical needs plans created by a team around the child, including the parents, school nurse and First Aid-trained staff
- Team of trained First Aiders
- Asthma Policy and dedicated Asthma Leader
- Medical Needs Policy and administering rules and regulations.
- Administering Medicines policy
- Training on specific health needs as needed

Which specialist services do we access beyond school?

We have contact with the following services who give us support and advice:

- Educational Psychologists
- Speech and Language Therapy
- School Nursing Team
- Bradford's 0-25 Specialist Teaching & Support Service (STASS):
 - o Social, Communication, Interaction, Learning Team (SCIL) – Communication and Interaction (including Autism); Early Years; Social, Emotional and Mental Health; Learning Support (Cognition and Learning)
 - o Low Incidence Team (Sensory Service) - Visual Impairment; Hearing Impairment; Multi-



Sensory Impairment; Physical Needs

- Occupational Therapy
- Physiotherapy
- CAMHS
- Parents & Carers
- Early Help

How are children with SEND enabled to engage in activities with children who do not have SEND?

Whenever possible, children are provided with the resources and support that they require within a whole-class setting. Inclusion is a priority at St Stephen's.

Every attempt to ensure learning is an inclusive experience is made.

There are circumstances where pupils will have separate 1:1 and small group intervention support. These are for pupils with My Support Plans (MSP) or Education Health and Care Plans (EHCPs). They contain personalised targets and these targets are reviewed half termly.

How do we include children in activities outside the classroom including school trips?

- Parents/carers consulted prior to trips for advice and guidance
- Discussion with children on their feelings.
- Learning support assistants are deployed to support children with SEND in out-of-school activities and trips
- Extra staff deployed for trips to at least meet requirements of our own risk assessments.
- Advice from external agencies as required.

How do we prepare and support a child joining school and transferring to secondary school?

- Home visits and visits to pre-school placements by Foundation stage staff
- Transition plans – extended visits to secondary schools and regular liaison between Primary and Secondary staff members
- Some children are offered additional secondary school visits if school, parents or children think it would be beneficial
- Transition support and advice sought from outside agencies
- Close liaison with all other agencies involved in transition.
- The SENCO works with our link secondary schools to ensure a smooth transition to higher education and to ensure that information is shared effectively. At times this continues during the settling in period of Year 7 for certain pupils.
- For children with EHCPs, transition arrangements are also written into the annual review process.



How do we meet a child's personal care needs?

- Intimate Care Policy in place, which is adhered to by all staff
- Disabled toilet, which ensures space and sensitivity to aspects of personal care
- Children are given as much responsibility for personal care as possible with staff interventions only coming into force when necessary and following strict procedures.
- Discussion with parents
- Advice from the school nurse and continence team

How do we allocate resources?

- One-to-one support given as specified in a child's EHCP
- Additional support for pupils on the SEN Register
- Whole-school training
- Specific resources allocated where and when needed
- Bespoke Speech Communication Language Therapy Support through school's commissioned SALT
- Support and advice from outside agencies

How do we ensure all staff are well trained?

- Regular (weekly) professional development meetings for Teaching Staff
- Regular (weekly) training for Learning support assistants
- Commitment to maintain levels of training if staff leave
- Well-planned programme of CPD, accessing both external agencies and in-school support.

How do we raise awareness of special educational needs for parents and the wider community?

- Worship has a theme each week in which Christian Values (e.g. kindness, respect, love) are a focus
- Achievements by all children are celebrated in Home Links and in Friday's Celebration Assemblies
- Super Stars in class each week.
- Regular whole-school charity events, e.g. for Epilepsy UK, Children in Need, Jeans for Genes

How do we evaluate and review the support we provide?

- At least termly meetings for individual children with parents/carers, class teachers and other outside agencies looking at the impact of provision on that child's specific need
- Half-termly review of each child's attainment and progress
- Parent/carers questionnaires
- A thorough review cycle A-P-D-R