



## SEND Information Report Stepney Primary School 2022-2023

1	<b>Provision</b>	<p>We currently provide for children with additional needs across the following broad areas: Physical &amp; Sensory, Communication &amp; Interaction, Cognition &amp; Learning and Social, Emotional &amp; Mental Health.</p> <p>We have a number of children who are being assessed for additional needs, yet are awaiting a formal diagnosis.</p>
2	<b>Identification</b>	<p>Some children arrive at our school with their needs clearly identified from their previous setting.</p> <p>Every pupil's progress is closely monitored through regular meetings and consultations with parents/carers. This enables us to identify additional needs and we use specialist assessments, including using specialist agencies and support services including Speech and Language Therapy, Educational Psychology, Autism Outreach and the School Nursing Team.</p> <p>Concerns raised by parents are discussed, recorded and acted upon; the pupil is then monitored by the SENCo, following the graduated response approach. The school's SENCo is Ruth Brocklebank</p>
3	<b>Pupil Numbers</b>	<p>There are currently 43 pupils at SEND Support There are currently 6 pupils with an Education, Health &amp; Care Plan (EHCP). There is 1 EHCP applications pending with the LA</p>
4	<b>Parents &amp; Carers</b>	<p>We welcome parents/carers into school and fully encourage involvement.</p> <p>All pupils with SEND have 3 reviews per year where progress made against targets set is discussed with parents/carers and new targets are agreed. We aim to include parents'/carers' views and preferences when setting these targets and where necessary we will create a personalised plan.</p> <p>All EHCP pupils have an annual review.</p>
5	<b>Pupil Involvement</b>	<p>Wherever possible, pupils are involved in the target setting process. Pupils are encouraged to know their targets and should know who is going to do what in order to support them to meet their targets. Pupils' views are sought and they agree to the targets as set.</p>
6	<b>Assessing &amp; Reviewing</b>	<p>The school follows the graduated response as detailed in our SEND Policy - 2022 where we assess, plan, deliver and then review the programme for each pupil, increasing (where possible) or decreasing the level of support as determined by their progress.</p> <p>Pupil progress meetings are held termly with the Head of School, class teachers and SENCO. During these, the progress and support in place is discussed and reviewed against progress made..</p> <p>The Governing Body is given detailed reports of progress and support.</p>
7	<b>Exit Criteria</b>	<p>SEND can be transient; some pupils may need support for their entire time at school, others may make good progress so that their attainment is in line with their peers and they no longer require support. We liaise with parents to decide whether support is to be continued and if support is no longer required the child is removed from the SEND School Support register in liaison with the class</p>



		teacher, SENCO and parents.
8	<b>Moving Between Phases and Preparing for Post-16</b>	<p>New starters in our Foundation Stage attend a number of transition sessions prior to starting. The start is staggered, building from a few hours (half day) to a full day over a period of two weeks.</p> <p>For pupils with SEND, the SENCo and EYFS Leader attend transition meetings to gather as much information as possible in order to put support in place. Information gathered is passed on to all relevant school staff to help prepare to meet the pupil's needs. Staff will meet with any agency involved.</p> <p>Pupils are supported to move onto secondary school via meetings with the SENCOs from the school where information is shared.</p>
9	<b>Teaching</b>	<p>We strive to be an inclusive school by all measures. We treat each pupil as an individual, taking into account their specific needs. Teachers plan lessons carefully so pupils with SEN can access. Elements of the curriculum have been adapted to ensure that all pupils are given the same opportunity curriculum and to ensure they are not restricted in their learning. Within this, differentiation is provided in a number of ways including Quality First Teaching, adult support, adaptations for learning and access to specific resources.</p> <p>Some pupils with SEND receive additional support via interventions, these can be ongoing (prior or catch up learning) or for a block of support (structured interventions). The SENCo oversees this provision and evaluates the impact.</p> <p>Teachers are directly involved in the SEN reviews (or their comments are included) alongside parents and pupils.</p>
10	<b>Adaptations</b>	<p>The SENCo plans the education programme, or the adjustments, following the advice and recommendations from any supporting agencies.</p> <p>We endeavour to make all reasonable adjustments to the school's routine to support our learners with SEND. We can provide a range of activities to learners with SEND in addition to those available through the curriculum, e.g. friendship groups, lego therapy, sensory circuits, basic skills groups or booster interventions in English, Phonics and Maths. We also have a small nurture group - a small group intervention focussing on reading, writing, phonics, spelling and learning towards AQA units. We also make adjustments to the school to accommodate all learners and to provide a purposeful and productive learning environment.</p> <p>We do not have an additional provision.</p>
11	<b>Staff Training</b>	<p>All staff have access to a range of training throughout the school year, both in-house training and provided externally. All staff are asked to disseminate information and share expertise gained if attending an external course.</p> <p>We invite specialists into school to support and train staff on an ongoing basis and utilise information from parents/carers about how they would like their child to be supported.</p>
12	<b>Evaluation</b>	<p>The SENCo monitors and evaluates provision via learning walks, work scrutiny, lesson drop-ins, and measuring the impact of interventions.</p>
13	<b>Wider Curriculum</b>	<p>Activities are fully accessible to pupils with SEND so that every learner is included. Close consultation with home is made when planning trips and activities so that the school can assist learners with SEND to access trips and activities, including providing additional adult support when necessary.</p> <p>Where possible, school will make physical adaptations to allow learners to be included.</p>
14	<b>Social &amp;</b>	<p>School assemblies also cover a broad range of aspects and themed activities such as Anti-bullying</p>



	<b>Emotional Development</b>	<p>Week, there are themes and campaigns to raise awareness, enhance knowledge and further pupil understanding. The school collects donations for charities e.g. Children In Need.</p> <p>We have staff trained to deliver Emotional Literacy and staff dedicated to pupil wellbeing. Where a pupil requires a higher level of support than this, specialist agencies such as MIND and CAMHS are requested.</p>
15	<b>Agencies</b>	<p>Each pupil's needs are managed on an individual basis, with school involving agencies as and when appropriate. School has excellent links with a wide range of professionals offering a wide range of support to families. We involve other agencies in agreement with parents and as part of our graduated response.</p>