



“Building Each Other up in Love and Learning”

### Special Educational Needs and Disability (SEND) Information Report for Parents and Carers 2024/2025

This report has been drafted in collaboration with parents and sets out the provision that we make in school for children with special educational needs and disabilities (SEND). It is updated annually in November and further information can be found in the following policies: [Inclusion & Equality](#), [Keeping Children Safe in Education](#) and [Child Protection & Safeguarding Policy](#), [Antibullying](#), [Behaviour](#), [Accessibility](#) and [Supporting Children with Medical Conditions](#).

St Stephen's school ensures that all children with additional needs have opportunities to thrive and flourish, demonstrate their abilities and overcome barriers to learning, or barriers to living a happy and full life.

We have a cohesive approach to additional needs, training teachers and support staff to develop their awareness of a range of needs and enabling our learners to acquire knowledge and build self-confidence.

We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We are keen to ensure they are rounded individuals who are prepared for their future in our ever changing world. We believe that all learners are entitled to an education that equips them with the knowledge, skills and values they need to embrace the opportunities and challenges they encounter; creating a future that they want to live in. We want our children to challenge stereotypes, stretch boundaries and have the power to take part with confidence. For all of them to make positive changes in our world; to make it a better place for them, and all around them.

#### What is Special Educational Needs and Disability? (SEND)

A child or young person has special educational needs (SEN) if they have a learning difficulty or disability that calls for extra support to be put in place. A child of compulsory school age, or a young person, has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age; or has a disability which prevents or hinders him, or her, from making use of facilities of a kind generally provided for others of the same age in mainstream school.

SEND Code of Practice 2014

#### Who should I talk to at St. Stephen's about my child's difficulties with learning, special educational needs (SEN) or disability?

Your child's teacher is the first person to contact. They are regularly available to discuss your child's progress or any concerns you may have and will be able to give you advice for supporting your child's learning.

**Mrs Naomi Mulholland** (Special Educational Needs Co-ordinator SENCo) is available to meet with you to discuss any concerns you have regarding your child's needs and discuss the best possible way to support your child. If any outside agencies are involved, she is available to talk you through any reports and explain what they mean for your child. To make an appointment to see Mrs Mulholland, you can call the office on 020 8892 3462 or email [info@st-stephens.richmond.sch.uk](mailto:info@st-stephens.richmond.sch.uk)

#### How does St. Stephen's support children with special educational needs?

Our priority is to provide Quality First Teaching for all pupils - 'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN' code of Practice 2014 6.37. Teachers regularly adjust their practice to ensure all children have access to the teaching. This includes:

- differentiating the activity;
- arranging and adapting class furniture and seating plans;
- adjusting the format of resources such as the whiteboard, books and reading materials;
- supplying specialised writing tools and classroom equipment;
- using visual timetables as well as implementing a variety of teaching styles to engage and include all pupils;
- guided groups
- applying the principles of Emotion Coaching and the Attachment Aware Approach

(For further information see [Quality First Teaching Document](#).)

We also look at the whole school day and the wider school environment, responding to individual needs and making adaptations when necessary, such as:

- small group support at lunchtimes;
- yoga, mentoring sessions, nurture groups;
- monitoring the attendance at school clubs and extra-curricular activities of pupils with additional needs;
- individual risk assessments and adjustments for children to be able to access school trips and educational visits;
- sensory toys and distraction tools to help with focus and concentration.

Teaching and Learning Assistants (TLA) are deployed according to need and additional hours as outlined in Educational Health Care Plans.

Children with Educational Health Care Plans (EHCPs) have individual passports. A passport is written in collaboration with the child and the parents/carers and provides a brief summary of the child's needs, their strengths and the best ways to support them to achieve their outcomes. This is made accessible to all adults who work with the child.

The school has experience of meeting the needs of pupils with a range of educational needs including: Attention Deficit Hyperactivity Disorder (ADHD), Autistic Spectrum Disorder (ASD), Attachment Disorder, behaviour difficulties, cerebral palsy, dyslexia, dyspraxia, emotional and social needs, hearing impairment, learning difficulties and speech and language needs. When a child enters our school with a need that is less familiar, we access training and advice to provide appropriate support. Our admission arrangements do not discriminate against or disadvantage disabled children or those with special educational needs: we follow the usual school admissions procedures. Decisions on the admission of pupils with an EHCP are made by the Local Authority who have or are undertaking the assessment. For St. Stephen's, this may be Richmond or Hounslow.

### **How does St. Stephen's identify a special educational need and what provision does school make?**

'All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improve long-term outcomes for the child or young person.' (section 6.14 of the Code)

The Senior Leadership team and Phase Leaders monitor progress termly. The class teachers and support staff also have regular meetings with the SENCo including Termly Intervention Liaison meetings where all groups of children are discussed, provision and progress are monitored and targeted support is planned. During these meetings children are identified for Intervention groups and smart targets are set for these groups which are mainly but not exclusively

held before school. These are designed to close identified gaps in learning or to address concerns about the social and emotional wellbeing of pupils. **The SENDCO may be requested to observe a child if concerns are highlighted.** Parents are informed when their child has been identified as requiring extra support and they are given details of the specific intervention group targets. Partnership with parents is highly valued at St Stephen's and we encourage parents to raise any concerns with their class teacher or directly with the SENDCO at any time. The above adheres to the Assess, Plan, Do, Review model.

Our expectation is that the children make at least expected progress. The SEND Code of Practice (2014) describes adequate progress as:

- matching or improving on the pupil's previous rate of progress;
- allowing the attainment gap to close between the pupil and children of the same age;
- similar to that of children of the same age who had the same starting point;

In cases where progress is lacking despite interventions and quality first teaching a child's needs are assessed against the Areas of Need as identified by the SEND code of Practice September 2014 (Communication and Interaction, Cognition and Learning, Social, Mental and Emotional Health, Sensory and/or Physical) and assessment from external agencies may be requested. The school works in partnership with other agencies to help identify specific needs and to request specialist support. This could include educational psychologists, the school nurse, speech and language therapists, occupational therapists, family support workers, physiotherapists and social services.

There may come a point where support has been provided in school, several outside agencies have worked with and supported your child and progress is still limited. This is when parents and carers, outside agencies involved with your child and the SENDCO will meet to discuss whether the school will undertake the statutory assessment process for an Education, Health and Care Plan (EHC) plan. As a parent/carer you can make a request to the local authority for a needs assessment for an EHC plan at any time. If such a request is made, however, the local authority (Achieving for Children) has a statutory duty to consult the school so the request will go back to school.

#### **What training and expertise do the staff have in relation to children with special educational needs and disabilities?**

All teachers and support staff receive regular staff meetings and training on different areas of learning and health needs. The Duty heads/SENCO holds weekly meetings with support staff when training and resources are shared. We also provide more specific training for staff on particular needs when necessary. This may be for the staff working with that particular child but it is also regular practice for this training to be shared with all staff. Outside agencies such as educational psychologists, speech and language therapists, occupational therapists and the learning needs team provide recommendations and training, when required.

Training has included Attachment Awareness, Colourful Semantics, dyslexia, working memory, **auto injectors**, sensory regulation, positive handling, and understanding Autistic Spectrum Disorder and Attention Deficit Hyperactivity Disorder.

#### **How will St. Stephen's involve parents/carers and pupils in the decision making process?**

In the first instance, the class teacher will contact parents/carers to discuss your child's strengths and any current concerns or difficulties they are experiencing, usually this discussion will involve the child (taking into account the age of the child and the type of need). The teacher will outline what school will be doing to help address these particular difficulties and discuss ways in which parents/carers can support at home as well as seek the child's views. Parents/carers may be asked for permission for school staff to talk to outside agencies (e.g. SaLT, OT, PT or school nurse) about their child in order to get professional advice to support both the child **and adults in school**. If additional support has been put in place and progress is less than expected, the SENDCO

and class teacher will invite parents in to discuss further support and next steps although parents are also able to have contact with the SENCO in person, by email or phone.

Pupils are encouraged to be actively involved in understanding their learning preferences including self-regulation, favoured learning style, staff or peers who they can ask for help and triggers for certain behaviours. Targets on which they are working, whether academic or social are made explicit to pupils.

Children with EHC plans are all invited to attend their annual reviews.

### **How will St. Stephen's help my child during transition?**

Information will be discussed and passed on to the new class teacher as part of the class handover meetings including any outside agency reports and resources that support your child.

- If appropriate, a social story or information book can be sent home to help with their understanding of change.
- Any equipment will be available in the new classroom e.g. slope board for writing.
- The last IPP review meeting in the summer term involves the parents, current teacher and class teacher for the new academic year.

It may be necessary for your child to have additional visits to the new classroom or additional time with the new class teacher or teaching assistant to aid their transition.

### **How does St. Stephen's evaluate the effectiveness of the provision?**

This is done in accordance with the Assess, Plan, Do, Review model:

- class teacher assesses the child's needs; each intervention has a baseline assessment
- class teacher plans appropriate adjustment; a set of targets outlined at the beginning. These may be academic targets or targets that address social, emotional or mental health issues.
- class practice is adapted for the child; targets are very specific and broken down into smaller steps,
- progress is reviewed; Progress is then measured against these targets at the end of a timed period. Parents and children are invited to have input into reviewing these outcomes.
- SLT seek the views of all pupils including those with an additional education need

The SENCO and Senior Leadership Team monitor provision and progress by regular book scrutinises, learning walks, discussions with children and phase meetings to discuss marking and granular assessment and the use of Insight Tracker. In addition the termly Intervention Liaison meetings and ensure thorough monitoring of provision

The SENCO meets once a term with the named SEN governor to discuss provision and outcomes for pupils with special educational needs.

### **What happens if my child already has an Education, Health and Care plan?**

St. Stephen's has a legal obligation to meet the provision detailed in the documentation. In addition to their termly meeting with the class teacher to review progress, parents/carers will be invited to contribute to and attend an annual review, which will also include reports and/or attendance from the outside agencies currently involved with your child.

### **What happens if my child has special educational needs and a medical condition?**

We make arrangements to support pupils with medical conditions so they can access their education. Individual healthcare plans are put in place for those children with specific conditions needing additional support, monitoring and care. These healthcare plans will be co-ordinated with any SEND plans. For more information see our [Supporting Children with Medical Conditions Policy](#).

### **How is St. Stephen's accessible to children with special educational needs and disabilities?**

As part of our requirement to keep the appropriateness of our curriculum and learning environment accessible to all, we evaluate the needs of individual children and make 'reasonable adjustments' to allow all children access to the curriculum activities, clubs and trips. This is always done in partnership with parents/carers. For more information, see our [Accessibility Policy](#) and our [Inclusion & Equality Policy](#).

### **How does St Stephen's support the emotional and social development of pupils?**

Your child's well-being and emotional health is as important as their academic progress. We include support for improving emotional, mental and social development of pupils with SEN and for your child's overall well-being. The self-esteem, self-respect, spiritual awareness and self-confidence of each child is at the heart of the school to ensure that each child reaches their full potential in all aspects of school life. We encourage each child to understand that they are both special and unique. Teachers plan for the holistic development of each child in his/her class, using their detailed knowledge of each individual to promote their confidence and self-esteem. The school offers a wide variety of pastoral support for children encountering emotional difficulties

- At a whole school level, we encourage our children to follow our Positive Behaviour Policy.
- Use of our RE programme, collective worship, circle time, PSHE sessions and assemblies ensure the school is developing children's personal, social, spiritual and moral education as well as their academic education
- Use of the Zones of Regulation throughout the school. Please see the [Zones of Regulation](#) section on the school website
- Teachers, Teaching and Learning Assistants and our Learning Mentors are readily available to the children to discuss issues and concerns at any time they feel necessary
- Each term teachers reinforce with their class their safe hands - 10 fingers
- The school works with parents and carers to encourage high levels of attendance
- The school has a very supportive and strong ethos and a very positive approach to behaviour management. Reward systems such as stickers to encourage good behaviour are used throughout school.
- School are part of the Mental Health Support Team (MHST) The Mental Health Support Team is a team of mental health and emotional wellbeing professionals who provide support to children, young people, families and staff in school settings within Kingston and Richmond.
- School offers parental on line training with the child MHST
- St Stephen's celebrates Neurodiversity Week each academic year

The SENCO may, feel it is appropriate to coordinate additional support through access to our school mentors or time with a member of SLT. Some pupils may benefit from additional support through specific emotional and mental health strategies, such as the use of social stories, comic strip conversations, time out spaces and use of the Sensory Room.

With the consent of a parent, pupils have access to outside agencies such as a Learning Mentor from Extended Outreach Services, an external referral to the school nurse or CAHMS (Child and Adolescent Mental Health Service), or the MHST as well as access to a therapeutic intervention. For more information on our offer and services available for your child and you please see the [Wellbeing](#) section on our school website.

#### **How does ST Stephen's support pupils with SEND to stay safe online?**

Staff carefully supervise and guide pupils when engaged in learning activities involving online technology (including, extra-curricular and extended school activities if relevant), supporting them with search skills, critical thinking (e.g. fake news), age appropriate materials and signposting, and legal issues such as copyright and data law. We understand that online safety is a core part of safeguarding; as such it is part of everyone's job. Staff also work closely with the pupils and parents to ensure that all school acceptable use policies are followed and any breaches are followed up immediately. Please see our [Acceptable Use Policy](#) and [Safeguarding Policy](#) for further information.

#### **What outside agencies are available to support my child?**

All referrals have to be discussed and agreed with the SENCo. You may also wish to discuss health concerns with your GP. The school has access to support and expertise from:

- the educational psychology (EP) service
- the speech and language (SaLT) service
- occupational therapy (OT service)
- physio therapist (PT service)
- the school nurse
- membership to professional networks e.g. SENCo forum etc.
- Child and Adolescent Mental Health (CAMHs)
- Mental Health Support Team (MHST)
- ADHD Embrace <https://adhdembrace.org/>
- Skylarks Charity <https://www.skylarks.charity/>

#### **What support is available to parents and carers outside of school?**

**Richmond Borough Council's 'Local Offer'** provides information on local services and support available for families including children and young people aged 0 - 25 years with special educational needs or disabilities.

Website: [https://www.afcinfo.org.uk/local\\_offer](https://www.afcinfo.org.uk/local_offer) Email address: [sendlocaloffer@achievingforchildren.org.uk](mailto:sendlocaloffer@achievingforchildren.org.uk) Tel: 020 8547 4722

#### **KIDS Richmond and Kingston SEND Information, Advice and Support Service (SENDIASS)**

The Richmond-Kingston SEND Information, Advice and Support Service, managed by the national charity Kids, provides free, impartial, confidential advice and support on SEN-related issues to parents/carers and young people from the age of 16 -25. They can be contacted on 020 8831 6179; email

[Richmondkingston@kids.org.uk](mailto:Richmondkingston@kids.org.uk); website <https://www.kids.org.uk/richmond-and-kingston-sendiass>

For Hounslow residents:

### London Borough of Hounslow 'Local Offer'

A guide to services available for children and young people aged 0-25 years with special educational needs and disabilities (SEND).

Website: <http://fsd.hounslow.gov.uk/kb5/hounslow/fsd/localoffer.page?localofferchannel=0>

### Independent Supporters

Independent Supporters can work with you and your child to ensure that your voices are heard. They offer a free, friendly, flexible service for families and young people. They offer support when

- you have applied for an education, health and care plan (EHC) plan for your child
- Your child has a statement that is transferring to an EHC plan.

They aim to do this by:

- supporting you to understand the legal framework underpinning the changes in SEN
- helping you think through and identify what the changes mean for you
- attending or supporting you at meetings with the local authority or school

Contact: **Independent Support Partnership**

Telephone: 020 8831 6076

Email: [independent.support@richmondaid.org.uk](mailto:independent.support@richmondaid.org.uk)

Website: [www.raid.org.uk](http://www.raid.org.uk)

For Hounslow residents

- **The Parent Partnership Service (PPS)** provides parents with a range of services that enable them to be better informed about special educational needs (SEN) procedures and provision, enabling parents to play a more active role in their child's education.

Telephone: 020 8583 2607

Email: [parentpartnership@hounslow.gov.uk](mailto:parentpartnership@hounslow.gov.uk)

Website: <http://www.hounslow.gov.uk/parentpartnership>

<https://www.skylarks.charity/> Skylarks are Twickenham based charity that work with the whole family and their children who have a disability or additional needs. They have an open door policy. Anyone, from anywhere, is welcome!

If you do not have access to the internet please speak to the SENCo for support in accessing this information.

### How does St. Stephen's support my child when they are leaving the school?

- We contact the SENCo at the new school and ensure they know about any special arrangements or support that needs to be made for your child.
- We make sure that all records about your child are passed on as soon as possible.

In Year 6:

- We complete the 'special information form' detailing your child's strengths and difficulties.
- The SENCo and/or Yr 6 teacher attends the secondary transfer meeting to discuss the special information form with the SENCo of your chosen school.
- If appropriate, we can arrange additional visits to your child's new school.
- All records for your child are sent to their new school.

- The new school is invited to attend the annual review

**What should I do if I would like to make a complaint?**

The same arrangements for the treatment of complaints at St. Stephen's are used for complaints about provision made for special educational needs and disabilities. If your complaint has not been resolved to your satisfaction by the class teacher and/or SENCo, please contact the Head teacher, Mrs Liz Bachour.

Please click on the following link for full details explained in the Complaints Procedure <http://www.st-stephens.richmond.sch.uk/Policies>.

If you would find it helpful to talk through any aspects of this document to gain a better understanding of what we provide and how support can be accessed for your children then please make an appointment at the school office on 0208 8892 3462.