



## STEPPING STONES SEND REPORT

### ACADMEMIC YEAR 2019-2020

Welcome to Stepping Stones Short Stay School Special Educational Needs (SEN) Report. All schools have a duty to publish information on their websites about the implementation of the policy for children with SEN.

At Stepping Stones Short Stay School we celebrate the fact that all children are different and are individuals and we make sure that we tailor learning opportunities to meet the needs of individual children. Within this report, you will find information about the provision that we can offer at Stepping Stones Short Stay School to support children with Special Educational Needs or Disabilities.

School closed to the vast majority of children in March 2020 due to the COVID-19 pandemic. Therefore pupil admissions were considerable lower than previous years.

During the academic year 35 pupils attended Stepping Stones (Short Stay) School. This was a significant decrease as no new admissions took place from February onwards.

### THE LA LOCAL OFFER

The Local Offer regarding services available for children and young people with special educational needs is kept under review. Schools produce a School SEN Information Report in order to reflect on and update their provision. This is Stepping Stones review and report on Academic Year 2019-2020

### TERMINOLOGY

EP – Educational Psychologist

EHC – Educational Health Care Plan

CAMHS – Children and Adolescent Mental Health Service.

SEND – Special Educational Needs and Disability

SEND – Special Educational Needs and Disability Officer

CAF - Common Assessment Framework

TAF – Team around the Family

ADHD – Attention Deficit Hyperactivity Disorder

ASC – Autistic Spectrum Condition

### CONTEXT OF THE SCHOOL

Stepping Stones is a local authority Primary Pupil Referral Unit, (PRU.) It has capacity for up to 32 pupils at one time. The core duty is to provide statutory education for Primary aged pupils in North Lancashire. Alongside this, the school has an inclusion support team which provide support to mainstream schools, through district commissioned models. Recommendations can be made for referral placements for pupils at great risk of exclusion. A multi professional discussion takes place to discuss whether referral placements would be appropriate.

The children that attend Stepping Stones have social, emotional and mental health difficulties. Some of the children may have moderate learning difficulties, autistic spectrum conditions, ADHD and some children with adverse childhood experiences.

## THE NEEDS OF THE CHILDREN ATTENDING STEPPING STONES

The school follows the Special Educational Needs and Disability Code of Practice: 0 to 25 years (June 2014) which states that 'a child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of school age has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of children the same age; or
- (b) have a disability which prevents or hinders them from making use of facilities of a kind provided for others of the same age in mainstream schools.'

Within the code of practice, it states that there are four areas when identifying and making provision for pupils who have a special educational need. We recognise that a child may have difficulties within a range of these areas.

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and / or physical

The school recognises that identifying needs at the earliest point and making effective provision improves long-term outcomes for the child. Children's skills and attainment will be assessed on entry, building on information from parents and the previous settings or key stage. Regular termly assessments are put in place in order to monitor the progress of every child.

Predominantly, children who attend Stepping Stones have a need within the area of social, emotional and mental health. However, the school recognises that these difficulties may arise due to communication and interaction difficulties or learning difficulties. It is therefore extremely important for staff to have information from the past school, Inclusion Support Team and any other agencies who have been involved to plan appropriate provision whilst the child is attending Stepping Stones. The school would also consider evidence that a child may have a disability and look into the reasonable adjustments that may be needed.

## PERMANENTLY EXCLUDED PUPILS / PUPILS REFERRED TO PREVENT EXCLUSION

9 of the children attended Stepping Stones on full time provision as they had been permanently excluded from their mainstream school. There were only 5 children permanently excluded within our districts during the academic year. 4 of the children attended from the previous academic year.

## DATA

	Rec	Y1	Y2	Y3	Y4	Y5	Y6
<b>BOYS</b>		3	2	7	7	7	7
<b>GIRLS</b>		1		2		2	

38 Children accessed provision during 2019-2020

5/38 moved to specialist provision either during the year or at the end of the year. = 13%

6/38 moved on to mainstream school provision with an Educational Health Care Plan = 16% (increase of 3% on previous year)

1 children reintegrated without an Educational Health Care Plan = 3%

The remaining children remained in placement at Stepping Stones. Some of these children may have moved however due to COVID- 19 and school closures the children had 5 months away from school.

## SENCO AND SEND RESPONSIBILITIES

The SENCO at Stepping Stones is **Mrs Alison Dodd** ( Headteacher)

**Miss Jane Meacham** (Deputy Headteacher) also has a case load of children who she manages their SEND provision, support and action planning through placement.

All class teachers have SEN responsibilities at Stepping Stones. Each class teacher, writes half termly IEP's, identifies appropriate provision for each child, maps out provision and liaises with the SENCO each half term to discuss next steps.

All class teachers write Educational Reports which are presented to parents / carers and professionals as part of a multi-agency approach to ensuring our pupil's needs, short term and long term are met.

We liaise closely with the School Link Educational Psychologist and Special Educational Needs and Disability Officer.

Micaela Armstrong is the school Family Support Worker, she liaises with parents through placement and completes documents with parents to support further requests.

## STAFFING AND DEPLOYMENT TO MEET THE NEEDS OF ALL CHILDREN

Each class at Stepping Stones has a full-time class teacher and one teaching assistant. The ratio is 2:8.

Additional support is also sourced as required to support children with greater needs. The Headteacher / SENCo has to complete requests for high needs funding in order to do this.

In cases of children with sensory difficulties such as vision or hearing needs of medical needs, specialist support, equipment and training is provided by SEND specialist provision, buying in appropriate training for staff and the NHS. ( School nurse, CAMHS, specialist teacher advice etc.)

## HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO PUPILS' SEN?

The school receives a set amount of funding per child. For commissioned placements the mainstream school contributes to the cost of the placement at Stepping Stones. SEN funding may be allocated if a child has an EHC plan. At all times the school plans to meet the needs of each pupil using the school budget. Individual Provision Plans identify the provision that is in place for each child. Whole school provision maps show what provision is in place for the whole school.

## HOW WILL I BE INVOLVED IN DISCUSSIONS AND PLANNING FOR MY CHILD'S EDUCATION?

Parents are invited to every educational review/ meeting regarding their child. It is expected that parents attend. A detailed educational report is provided at every review outlining the child's progress, development and next steps are discussed during these meetings. Parents can request additional meetings if required.

During 2020-2021 many of these reviews will take place remotely via online platforms due to COVID- 19 restrictions.

## TRAINING AND DEVELOPMENT

Training and development is a vital part of staff development and ensuring our children are understood and well catered for. The children are at the centre of all we do, and therefore it is everyone's responsibility to ensure they keep up to date with a SEND developments. All staff need to have a good knowledge, understanding of the ranges of needs that our children may have, and be able to practically implement effective strategies and support for all of our children. A range of training in house and bought in is put in place throughout each academic year. All staff have regular training in supporting children with challenging and complex behaviour.

### Training Records

Training	Delivered by	Staff attended
Autistic Spectrum Conditions Understanding and effective strategies for the classroom.	Lynn Mcann	Vast Majority of staff
Supporting Children with Trauma	The Centre for Mental Health (London)	Micaela Armstrong
Attachment	Louise Bomber	Jane Meacham
ADHD – Understanding ADHD and practical strategies for the classroom.	ADHD Foundation	Vast Majority of staff
Lego Therapy – Social skills programme.	Maria Lyon (EP)	Jane Meacham Laura Ball Lizzie Glover Ally Wallace
Emotional Regulation and an Introduction to The Zones of Regulation®	Alison Dodd & Jane Meacham (Revisited in September 2019)	Vast Majority of staff
Jenny Mosely – Circle Time Education / Positive Playtimes	Jenny Mosely	Diane Sheron Stuart Askew
Dissemination of Circle time education at Stepping Stones	Diane Sheron September 2019	All staff in posts
Attachment lead course	Louise Bomber Bristol University	Diane Sheron Micaela Armstrong Stuart Askew

Thrive Practitioners	Thrive Approach	Jane Meacham Anne Shepherd Tammy Graham
Emotional Coaching	Maria Lyon	Vast majority of present staff
Relax Kids Education – Emotional Literacy	Relax Kids	Vast majority of present staff
Rapid Maths Intervention	Pearson Consultant	Jane Meacham Laura Ball Sue Worthington Lizzie Glover Sara Rossall
Sensory Processing and Sensory Integration	Maria Lyon Educational Psychologist	Key: Laura Ball

A Professional Development Programme was put into place for new staff / refreshing staff on all of the above areas.

### 2020-2021 FOCUS

During the next academic year the school will be focusing on the following areas.

Area of Need	Training and CPD	Delivered by	Staff to receive training
Social, Emotional and Mental Health	Conscious Discipline model	Alison Dodd and Jane Meacham following research and use of resources	Refresh and review
Sensory Processing / Sensory Integration	Sensory Processing	Maria Lyon ( Educational Psychologist	Further training for all staff.

### ASSESSMENTS AND INDIVIDUAL EDUCATION PLANS (IEP)

Each child will begin placement at Stepping Stones with a pack of information, requests are made to mainstream schools prior to entry to ensure we are equipped with a brief overview of the background information, chronology of involvement, provision to be and put into place and individual targets / strategies and monitoring of the provision in place. This key document will form the child's "passport" for their placement at Stepping Stones.

The teacher sets SMART (Specific, measurable, achievable, realistic, time scaled) targets for the child in 5 areas each term.

- Social
- Emotional
- Behavioural
- English
- Maths

From These targets are devised from a 4 stage model

- Assess – ***What is the presenting need/ difficulty within this area?***
- Plan, - ***What SMART target will be in place to meet the need?***
- Do, - ***What provision will be in place to model, target, support, and ensure the child makes progress towards achieving the target.***
- Review – ***What was the impact of the provision and has the child achieved the target?***

Baseline assessments are carried out within 2-3 weeks from entry. This informs the child's Individual Education Plan's as well as the teachers' planning to ensure individual learning needs are met.

The assessment leader and SENCo support the Class teacher and teaching assistant in assessing and monitoring each pupil's progress in regard to both academic learning and behaviour, social and emotional difficulties. The SENCo works in collaboration with the Class teacher to map and record the type of intervention a pupil is receiving, the duration and the pupil's progress.

## KEY STAGE ASSESSMENTS

Stepping Stones administers DFE testing as required. (Y1 Phonics Screening, KS1 SATS and KS2 SATS)

We use assessment data to ensure a child is able to be successful and if appropriate we would register them to take the tests.

Access arrangements are used for children who need additional support when sitting examinations such as SATs. This includes on to one support when necessary, timed breaks, additional time or working in a quiet setting to aid concentration.

## HOW DO THE SCHOOL ALLOCATE ADDITIONAL SUPPORT?

All children attending Stepping Stones will receive high quality first teaching in all areas.

***'Class teachers know the children well within their class and target any 'gaps' in learning alongside differentiating work and ensuring children are challenged. The progress of all children at Stepping Stones is Outstanding'*** (Ofsted, March 2015)

There may be times where children require additional support. At Stepping Stones we are committed to identifying the needs of children early and targeting provision to secure outstanding progress. Children are identified through a variety of ways: including concerns raised by a parent or the class teacher, the child achieving below the level expected for their age, liaison with outside agencies, or health diagnosis through a paediatrician.

Assessment if progress is part of our day-to-day teaching, with more formal assessments of reading, writing and maths, taking place termly. All staff use Lancashire PIVATs in order to break down assessment into smaller steps and to show progress. This can also help to identify next steps in learning.

Performance (KLIPS) to bring our assessment procedures in line with mainstream schools. This can also help to identify next steps in learning, targets and secure further progress.

Any additional support / provision that is put into place will be clearly identified within the child's Individual Provision Plan (IPP) The SENCo and Assessment leaders work closely with parents and teachers to plan an appropriate programme of intervention and support, which may be provided in small groups or individually.

All individual support and group support are monitored and tracked using systems within school.

Very often the Headteacher and Deputy headteacher will liaise with parents / carers to look at further assessment of their child's needs through using and referring to an Educational Psychologist or other professionals, as required.

## INTERVENTIONS AND SUPPORT

The staff at Stepping Stones work in collaboration to assess, monitor and plan for each pupil's progress. In the first instance the Teacher and Teaching Assistant plan for learning programmes to be in place for the pupils within their class. If appropriate small group or individual programmes are designed to meet a pupil's additional needs. E.g. a numeracy catch up programme, social skills or emotional literacy programme. There are times where additional support may be bought in to further facilitate meeting the pupil's needs and securing progress.

There are a range of intervention programmes that are delivered at Stepping Stones. Some are delivered 1:1, small groups or whole class. The SENCo, meets with the SLT and class teachers to discuss what provision would be appropriate to meet each child's needs. Here is a list of some of the programmes that are used within school to support children. All staff keep up to date with current and relevant intervention programmes, which can be used to secure progress across all areas.

Area of Need	Suggested resources / strategies
Social	Lego Therapy - A programme to support social skills development Socially Speaking 1:1 social group Adult modelling appropriate social skills. Cooperation games and talk about it games.
Emotional	The Zones of Regulation® Conscious Discipline Approach Thrive Approach SEAL – Social Emotional, Aspects to Learning Relax Kids ED (In Class) PSHCE lessons A wide range of Margot Sunderland Resources The Incredible 5 point Scale Jenny Mosely Circle Time Education 5 steps to self regulation model ( Conscious Discipline)
Behavioural	Highly structured environment Daily routines and visual timetables. Rewards / Consequences Individual Behaviour Plans Time out in order to self-regulate in a range of directed areas. Risk Identification and Use of risk management plans Conscious Discipline approach Paul Dix approach
Cognition and Learning	A range of Interventions including...

	Lexia Individual Literacy Support (ILS) Individual Numeracy Support (INS) Phonics 1:1 / small groups. Ficher Family Trust – reading recovery Acceleread/write. Toe by Toe Rapid Maths IDL Programme
Speech and Language	Resources provided by Speech and Language Therapists when working with specific children
Sensory	Access to sensory resources to meet the children's needs.

## HOW DO WE KNOW OUR PUPILS MAKE GOOD / OUTSTANDING PROGRESS?

Each child has a termly review. During this review we will discuss the progress your child is making academically, socially, emotionally and behaviorally. You will be given copies of your child's educational report and a copy of individual education plans, risk assessments and risk management plans.

If required additional meetings may be scheduled. E.g. TAF (Team around the Family) and Reintegration meetings.

Individual Provision Plans are reviewed half termly. Class teachers will send home copies of your child's targets each half term.

If a child is not making sufficient progress on a target are discussed during pupil progress meetings. If a child is not making expected progress then targeted provision will be put into place. Pupil's progress I monitored throughout the school and tracked termly.

## WHAT SHOULD I DO IF I THINK ME CHILD NEEDS MORE SUPPORT?

We operate an open-door policy and pride ourselves on building positive relationship with parents/ carers. If parents / carers have any concerns they can contact their child's teacher or headteacher at any time.

## HOW WILL THE SCHOOL SUPPORT THE FAMILY?

The school employs a family support worker who is able to provide support for any of our families. Often this support is used to look at improving attendance, behaviour and resilience. The class teacher will inform parents of any concerns at the earliest opportunity and will enlist their active help and participation.

We can offer advice and practical ways that parents can help their child at home.

The family support worker's role is very diverse and she will support all of our parents with matters that arise which affect their child within school. Attendance of every child is closely monitored and we will provide support to improve attendance through the use of the family support worker prior to taking action for persistent absences.



All absences are to be reported to the school office. Children have to be signed out of school if they are leaving early to attend medical appointments etc.

The school has very robust systems of supporting behaviour. We have a very positive approach to managing and supporting our pupil's behaviour. All staff are consistent and adhere to the school policy for positive behaviour management. All staff use praise and rewards in every aspect of the school day. Where there is a need to challenge unacceptable behaviour staff will do so using a calm approach. Consequences will be put in place accordingly again referring to the strong positive behaviour management policy.

School works in partnership with home. If there are issues arising then we work proactively to overcome issues by putting measures in place and where needed using reward systems at home.

## **TRANSPORT FOR ALL CHILDREN TO AND FROM SCHOOL**

Children come to school on using Lancashire County Council approved transport providers. Each vehicle has a passenger assistant and there is close liaison between the school and the transport service. Any issues are reported via the passenger assistants or via home school diaries / telephone calls.

## **OUR CLASSROOMS AND LEARNING ENVIRONMENTS**

Class teachers and teaching assistants create a class family environment. Values education is taught throughout every aspect of the school day. Class families work together to form the whole school family. At Stepping Stones, we are very nurturing but also consistent with what we say and do. This creates a safe school environment where children know the boundaries and expectations.

Playtimes and lunchtimes are well supervised with at least two members of staff on duty. Any children in school are supervised at all times.

The school has policies for anti-bullying, safeguarding etc. These can be accessed on the school website.

## **CURRICULUM OPPORTUNITIES FOR ALL**

At Stepping Stones, we strongly believe that all children need to have a range of experiences and opportunities which extend and enhance the curriculum. We **aim** for all children to be included on trips. Through careful risk assessments and putting together risk reduction measures we would endeavor to ensure every child is included.

However, there may be times where alternative arrangements for a child have to be put into place to ensure the safety of everyone. Where possible additional requirements will be put into place.

All trips are staffed by teachers and teaching assistants. The appropriate ratio of staff – pupils is followed using county guidelines.

The Educational Visits Leaders have to rigorously check all risk assessments and plans to ensure safety of all children and adults.

## **MEDICINES AND MEDICAL NEEDS**

All children requiring medication in school will have a medical care plan. Any medicine that has been prescribed for a long-term condition must be provided to school in the original box with the dose and times for administration outlined.

Several staff members have received training on administering medicines in school. We only have 4 staff members at present who will oversee the administration of medicines, to ensure safety and consistency.

All medicine is recorded in the medicine file along with details on dosage and frequency. Parents have to fill in the appropriate forms to give permission for medication to be administered in school. All medicine is passed on to the passenger assistants and then kept in the safe at school.

The school has a clear policy for medical conditions in school and administration of medicine. Any specific health related issues will be shared with the staff and all staff will be aware of a child's specific health needs.

A list of trained first aider is kept in the office and staff room. Training is kept up to date. If staff require additional training e.g. EpiPen training then this will be provided by the school nurse or other NHS professional.

The school is a proactive school and therefore if we had a child with medical conditions we would ensure that staff received the relevant training in order to ensure the child's needs were met.

## **MOVING BETWEEN CLASSES**

There may be times where a child has to move between the classes at Stepping Stones due to new admissions or changes in the class organisations. All of this is carefully planned for. Meetings are held between the two class teachers to ensure that relevant information is passed on. The change is discussed with parents and they have the opportunity to meet the new teacher at the review / open days during the school term.

## **TRANSITION AND MOVING ON**

Stepping Stones is a short stay school and therefore children do not stay at the school. Children access short placements. They are educated in small, highly structured classes. As part of the process and role of the school we work in collaboration to assess, review and plan steps for each child's future education placements.

In Academic year 2019-2020 approximately 13% of the cohort moved to long term specialist school provision This was a reduction of 34% on the previous academic year.

We ensure we work with the child and family when moving on. Over the past academic year, our family support worker has supported the vast majority of parents/ carers and children in going to see new specialist school placements. She has supported the transition to ensure the child continues to make progress.

When a child is due to return to mainstream school provision a reintegration meeting is held. At this meeting Stepping Stones class teacher will share all information, support required and strategies. A careful bespoke reintegration programme is then put in place.

## **YEAR 6- 7 TRANSITION**

Again, we have some Y6 pupils that move on to long term specialist school provision and some move to mainstream school provision.

As soon as schools are identified we work collaboratively between the schools and with the child to prepare them for moving on and high school. This may include additional transition days, partnership working and regular reviews to ensure the child is successful.

**For admission procedures please see the schools admission policy.**

**For Further information please contact**

**Alison Dodd ( Headteacher / SENCo)**