

**Stepping Stones (Short Stay) School**  
**SEND and Disability Local Offer**  
**January 2022**



Local Authority	Lancashire
School Number	01141 <span style="float: right;">DFE Number 8881100</span>
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**Persons with responsibility for SEND and Inclusion**

**Alison Dodd** ( Head teacher – Strategic SEND and Inclusion)

**Jane Meacham** (Deputy Head teacher – with SEN case load)

**Diane Sheron** (Outreach and Inclusion Manager – leading the commissioned SEN support service from Stepping Stones)

**Micaela Armstrong** (Pupil and Family Support Liaison – linking with other agencies and medical services to access the support required)

Type of School	Primary Pupil Referral Unit (Alternative Provision)
Age Range	5-11
Type of Need	Social, emotional, mental health Academic and Learning Needs Autistic Spectrum Conditions ADHD Anxiety and Sensory conditions
Number of Placements	32 Approximately 55 children access the provision during an academic year.
Number of Classes	4 1 x Y1,2,3 1 x Y3,4,5 2 x Y5,6 All children are grouped according to their needs and abilities.

## Accessibility and Inclusion

- The school building is part of Moorside Primary School site in Lancaster. Stepping Stones have occupied the building for over 20 years. The building is up to date and has gone through several amendments to ensure it is a modern school.
- In 2017 an extension and refurbishment took place in school to ensure that there are four suitable class bases.
- The school has accessible parking for parents and our pupil transport. The vast majority of children travel to school in a taxi provided by the Local Authority with a passenger assistant in line with the LA transport policy.
- Information is available on the school website and is sent out to parents in a weekly newsletter. Class teachers liaise daily with parents / carers via a home school diary or message via Class Dojo (APP).
- The school ensures all information is accessible for all parents and communicates with parents in a way which is accessible to them.
- Class bases are modern and furniture is appropriate for each age range. The school has a range of resources that support the children's needs. The school has a range of IT and Intervention programmes for children. The school is well resourced and also commissions support from other agencies and professionals to further support pupils, where required.
- The staff act on the advice from other professionals and if a child requires equipment / alternative teaching methods then these will be considered and implemented where appropriate.
- The school has wheelchair accessible doors and a disabled toilet.

## Teaching and Learning

- Early Identification of SEN is essential. The vast majority of children that come to Stepping Stones have been identified as having social, emotional and mental health difficulties. Very often the child / family have already received a high level of support from our Outreach Team or other services. The vast majority of children that attend Stepping Stones are at a SEN Support Plan level from their mainstream school. Occasionally, children may come with an Educational Health Care Plan. Most children have already had additional needs identified by their mainstream school.
- The vast majority of children will be going through an Educational Health Care Plan assessment and may have an EHCp agreed during their placement.
- The staff at Stepping Stones have a wide range of skills and expertise. New staff are supported through an Induction process where they can access further training and guidance from long serving staff members.
- All staff continue on a CPD journey, learning new knowledge, skills and strategies to support children with a wide range of SEND needs. (ASC, ADHD, PROCESSING, LEARNING NEEDS, SENSORY NEEDS, ANXIETY NEEDS ETC.)

- If the staff felt that a child had unidentified needs then the SEND School team would be making links with other professionals to support the process of ensuring we identify the needs of the child and action plan provision to meet the child's needs.

## Entry to school – ASSESSMENT AND RISK ASSESSMENTS

- On entry to school, a pre-placement document is sent to the child's previous school to gain further knowledge of the child's needs. This includes requesting attainment and assessment information and a risk assessment document.
- Within two weeks of entry a child will undertake the following assessments...
  - Phonics recognition and writing / Spelling Assessment (Schonell)
  - Phonics assessment – Success for All Assessment Tool
  - Reading Assessment – Salford Reading
  - Puma Maths Assessment
  - Teacher Led Assessments

## These assessments are used to identify academic needs, gaps in learning and to inform target setting.

- The class teacher will also assess using KLIPS (Key Learning Indicators in Performance Statements) and / or PIVATS depending on the ability range of the child. This then formulates a baseline assessment and also enables the assessment/ progress lead to liaise with the class teacher to plan any additional academic provision the child may require to secure progress and meet their academic needs.
- All assessments are reviewed on a termly basis.
- The class teacher will set a series of Individual Education Plan Targets (IEP) that are reviewed on a regular basis. Academic targets will be focussed and possibly achieved every 2-3 weeks.

Children in Y1 and those in Y2 who have not met the phonics mark, carry out the Phonics Screening.

Children in Y2 (where appropriate) carry out the KS1 SATs assessments.

Children in Y6 (where appropriate) carry out the KS2 SATs assessments.

## OUR ASSESSMENT AND PROGRESS LEAD is Jane Meacham

### Curriculum and Targeted Support

- Each Class has a full-time class teacher and at least one teaching assistant. Very often there is an additional teaching assistant per class base.
- The class teachers are responsible for deploying teaching assistants to deliver specific programmes, IEP target work and interventions to ensure the children in the class make appropriate, accelerated progress.

- The curriculum is sharp and focussed in teaching key skills and widening each child's experiences of school. Children receive daily Reading, Writing, Phonics/ Spelling and Maths sessions. Alongside this are all the National Curriculum foundation subjects taught in a thematic approach.
- Adaptations to a child's learning is made for each child. On rare occasions a child may be provided with a personalised curriculum approach focusing on key skills and key areas which interest and engage them.
- Adaptations are made to the time expectations per lesson, again dependent on the individual's needs.
- All staff are committed to ensuring the curriculum emulates a mainstream curriculum where absolutely possible, ensuring all children have access to the full National Curriculum, with enrichment and opportunities to widen each child's knowledge, skills and experiences.

## Staff Training and Continual Professional Developments

- Staff are trained in delivering specific intervention programmes in the following areas.....
  - Lego Therapy – Social Skills Programme
  - Zones of Regulation – Emotional Regulation Programme
  - Rhythmic Movement Therapy - Sensory Integration Programme
  - Relax Kids – Emotional Regulation Programme
  - Lexia – English / reading/ writing/ grammar
  - Emotion Coaching
  - Bespoke In-House Intervention Programmes to secure progress in reading, writing, maths and spelling.
  - Sensory Processing
  - ADHD – strategies and support for children in the classroom
  - ASC – strategies and support for children in the classroom.
- Staff have an annual appraisal and their training needs are identified in line with school improvement priorities and current SEND needs.
- All staff undertake regular SEND training to further develop their knowledge, skills and understanding.
- Teaching Assistants have received basic First Aid Training and Paediatric First Aid.
- All staff who have worked over 1 year at the school receive Team Teach Positive Handling Training.

## Reporting to all Stakeholders

- Each child has a 12 week (half termly) review with their mainstream school (if appropriate), parents/ carers and other professionals providing support, guidance and advice.
- All reviews are child centred and include the pupil's voice.
- All reviews focus on the child's strengths, needs and provision required to provide the best support for the child to achieve, be healthy both physically and emotionally.
- The class teacher provides a full report for the review which celebrates progress and identifies next steps.
- Children with Education Health Care Plans have an annual review to celebrate progress and identify new outcomes and appropriate provision.
- The head teacher provides information for The Committee on SEND and Pupil Progress.
- Parents and carers are encouraged to support the school and support their child.
- The school aims to be honest and transparent with parents and carers in order to provide the best support for the family and the child.
- The school is commissioned by the Local Authority District Groups for Outreach and Referral Placements. The school reports to the Local Authority Groups on the support and provision offered and provided. A termly report is provided to each District Group. (01, 02, 04)

## Reviewing and Evaluating Outcomes

- The school holds reviews for all children.
- When a child has an EHCP the annual review process is in place.
- Parents/ Carers are encouraged to share their voice, opinions and thoughts around their child's provision and to support the identification of next steps.
- The school uses an Assess, Plan, Do, Review framework.
- Other agencies and support are invited to reviews in order to make appropriate short-term and long-term plans.
- Pupil progress is monitored by the Assessment and Progress Lead on a termly basis.
- Children's individual provision is identified on their IEP's.

## Keeping Children Safe

- Prior to a child attending, a risk identification form is completed by the mainstream school. This is used to inform staff and provide support for the child.
- The school has a range of risk assessments for a wide range of activities and use of rooms across the school to ensure they are kept safe at playtimes, during PE lessons etc.
- The school has a dedicated Educational Visits Leader (EVC) who undertakes Local Authority training and oversees the booking, planning, co-ordination, risk assessment of all trips / visits and visitors. The school uses the Lancashire Evolve system. A comprehensive risk assessment is put in place for all trips and each child's

needs are assessed. If the risk is too high then the child / trip may not take place and an alternative will be put in place. Whilst we try to take as many children as possible we have to ensure that the child will be safe on a trip.

- Children are supervised by a high ratio of adult support. The vast majority of playtimes are supervised by support staff. Lunch times are very often supervised by senior leaders and non-class-based staff.
- The PSHCE curriculum addresses keeping safe online, keeping safe out of school and other health and personal curriculum areas.
- All staff have an enhanced DBS clearance.
- The school has clear procedures for safeguarding in line with national and local policies and procedures. Staff receive regular (annual – biannual) training. Alongside, there are regular training modules on current safeguarding areas.
- There are three Designated Safeguarding Leads – Alison Dodd, Jane Meacham and Micaela Armstrong.
- The school keeps up to date with Local Authority developments and follows guidance.
- All staff read and keep up to date with annual updates for ‘Keeping Children Safe in Education’ Section 1/Part 1

## Health (including Emotional Health and Wellbeing)

### **Emotional Well Being**

- The school curriculum heavily focuses on the teaching of positive mental health through ensuring there are timetabled slots to teach emotional regulation as well as it permeating throughout the whole school day. The school has a heavy focus on values for life, again these are at the core of our curriculum and ethos.
- Each class focuses on growth mindset and developing positive attitudes.
- Teaching assistants and teachers are well skilled to deliver bespoke programmes to support anxiety, self-esteem, social skills and to support emotional well-being in children.
- The school is part of the Trailblazer project and has an Emotional Well Being Practitioner working in school on a weekly basis.
- Some children receive additional support from outside agencies and professionals as appropriate.
- School will make referrals to appropriate support agencies as required e.g. CAMHS, Child Action North West, NEST etc.

### **Physical Health**

- Children are encouraged to take part in up to 30minutes of daily physical activity.
- The school has outside gym equipment installed to promote physical health and encourage children to be active at playtimes. This is also used as part of children’s movement and sensory breaks.
- The school liaises with a Rhythmic Movement Specialist to assess children’s reflexes and movements. Each class as an RMT Action plan and work with children 1:1 or in small groups to carry out a range of rhythmic movements.

- When school staff assess and observe specific difficulties with physical and communication needs, referrals are made to appropriate professionals such as Speech and Language (SALT), Occupational Therapy (OT).
- The school also liaises very closely with a commissioned Educational Psychologist (EP) to review provision and support implementation of specific provisions.
- The school will request Educational Psychology assessments as required to support identification of needs and long-term plans.
- Teaching staff are supported by professionals to implement specialist programmes provided by SALT, OT etc.
- When appropriate, specialist teacher support from ASC services will be commissioned.

#### **Medical Needs Inc. Medication Requirements**

- All support staff undertake appropriate First Aid / Paediatric First Aid training. This is carried out within the statutory guidelines and timeframes.
- Children with specific medical needs will have a Care Plan put in place when appropriate. This will then be shared with key staff.
- If staff require any further specific training, this will be sought through the School Nurse Service.
- There are several staff trained in administering medication and are allocated to administering medication as stated on the prescription.
- If medication is to be administered through the day then the parent / carer must complete the appropriate forms and adhere to the administration of medicines policy.

## Communication with Parents / Carers

- The school contacts parents / carers when a child is offered a placement at the school. At this point the parents/ carers are offered a visit to the school.
- The school has a Pupil Pathway Manager who supports the child / family through their time at Stepping Stones, she aims to carry out a home visit prior to admission to make contact, go through policies, procedures and support parents/ carers.
- The school office is staffed from 8am – 4pm daily. This allows parents/ carers to ring and speak with key staff members or get messages to the class team.
- Parents and carers are asked at admission to maintain clear lines of communication. We foster a transparent, open and honest approach.
- We encourage parents / carers to work with the staff and support the school in applying consistent, fair boundaries and expectations. All of this is explained at the admission meeting.
- Parents / carers are encouraged to sign up to Class Dojo and link to the school. Class teachers send a daily message to parents informing them about each day.
- Where serious incidents have taken place a phone call will be made.
- Parents can arrange meetings with key staff if required.
- A parent voice questionnaire is sent out at the end of placement.
- The school aims to publish key information on the school website.

## Working Together

- We place great importance on pupil voice and ensuring our pupil's feel valued, safe and heard. The school encourages children to talk through all aspects of the school day and attempts to deal with problems through restorative approaches.
- Pupils complete a termly pupil voice questionnaire on behaviour, safety and learning. This then informs school improvements. Very often pupils make suggestions at daily meeting. These are accounted for and SLT will act upon suggestions to provide the best support and provision for the children.
- As outlined above, the school encourage parents / carers working with the school to improve their child's outcomes.
- Parents are requested for their views and opinions at review meetings.
- There is an appointed Committee member who oversees SEND and behaviour. They regularly meet with the Headteacher to discuss strengths and areas of development.

## Support Available for Families

- Stepping Stones has a dedicated pupil pathway manager who is the first point of contact for families and supports parents with the following areas...
  - Referrals to other agencies
  - Attendance and support at meetings
  - Providing advice, guidance and support on routines, home behaviour management etc.
  - Completion of paperwork, when requested.
  - Signposting to other support services.

## Transition to Secondary School and / or Moving on from Stepping Stones

- Children that have attended Stepping Stones will move on to either...
  - Their existing mainstream school
  - A new mainstream school including transfers from Y6 – Y7
  - A specialist school including transfers from Y6 – Y7
- Careful planning takes place around transitions. The school will have discussed transition at a review meeting and then with parents / carers and other professionals, planning meetings will take place to support the child moving on.
- The school has a transition programme for children when placements are approved and agreed. When it is time for children to move on, then a careful plan is put in place which includes...
  - The child having a visit to the school.
  - Staff from the school coming to see the child and provision in place at Stepping Stones.



- A reintegration / transition report will be compiled by the class teacher which will include assessment data and suggested strategies and provision.
- When transferring to Y7 the child will take part in the agreed transition days.
- For most children returning to mainstream school they will begin a phased reintegration programme, building up their time in their mainstream school. Every child's transition programme is bespoke to their needs.
- Some children do move straight on to specialist placements after having a visit and information sharing discussions.

## Extra-Curricular Activities

- The vast majority of children are transported to school on local authority transport therefore it is not possible to offer before and after school clubs.
- The school and staff do try to ensure that the children have a range of additional opportunities through the school day, that may have been offered in mainstream school as After School Clubs.
- Playtimes are structured with several opportunities for social skill teaching and developing friendships throughout the school day.