



Stepping Stones Short Stay School



SEN Information Report 30th June 2026

Academic year September 2025 – June 2026

Welcome to Stepping Stones Short Stay School Special Educational Needs (SEN) Report.

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.

Context of the School

Stepping Stones is a local authority Primary Pupil Referral Unit, (PRU.) It has capacity for up to 36 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 outreach support team which provides support to mainstream schools, via District 1, 2, and 4 accessing their service level offer. 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 other identified or possible additional special educational. This can include moderate learning difficulties, autistic spectrum conditions, ADHD, specific learning difficulties, communication and interaction difficulties. Some children have adverse childhood experiences.

Special Educational Needs and Disabilities Coordinator:

Miss Jane Meacham is the SENDCo. Miss Meacham has completed studying for the NPQSEN. The Assessment took place in April 2026 and results are due in September 2026.

Contact details:

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The SENDCo co-ordinates the special educational needs as per the SEN Code of Practice (2015)

The SEND Code of Practice (2015) section 6.90 states that the key responsibilities of the SENDCO may include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements ensuring that the school keeps the records of all pupils with SEN up to date .

The Needs of the Children Attending Stepping Stones and the kinds of SEND provided for at Stepping Stones Short Stay School.

The school follows the Special Educational Needs and Disabilities Code of Practice (2015) 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 of SEND 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
- Physical and/or sensory

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 where applicable. Regular termly assessments are put in place in order to monitor the progress of every child.

Predominantly, children who attend Stepping Stones have a primary area of need in social, emotional and mental health. However, the school recognises that these difficulties may arise due to communication and interaction difficulties, specific learning difficulties and/or a sensory need. 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 makes reasonable adaptations to meet any additional special educational need or disability.

The pupils who attend have either been permanently excluded from their school or have been referred for an intervention, short-term 12 week placement.

Our aim is always for children to be either re-integrated back to the school where they were referred from or to a school who can support them with their needs. This maybe a mainstream or special school. Stepping Stones School works closely with other schools and Pupil Access to facilitate a child returning to or moving to a longer term school placement.

Whilst at Stepping Stones School, pupils are educated within a setting with a strong focus and ethos on nurturing approaches; and supporting each individual's SEMH needs with teaching and learning of personal, social and health education taught explicitly, as well as through all curriculum subjects. The school develops children's skills and knowledge in relation to their SEMH needs.

The school has high expectations of every child, including their behaviour and learning.

Alongside the National Curriculum, there is a strong values curriculum which explicitly teaches key values which have been decided upon by the school. The ethos of the values curriculum is to educate the whole child, so they are able to learn, work and interact with other children and adults in a safe, respectful and socially appropriate way.

Each week starts with a whole school circle time where the weekly value is shared and explained. The weekly value is shared with parents and carers; and home is encouraged to share with school how their child demonstrates the value outside of school.

Permanently excluded pupils / September 2025 – June 2026

To date, 1st September 2025 to 26th June 2026, **30** children ***have attended/ are currently attending*** Stepping Stones on full time provision as they have been permanently excluded from their mainstream school.

There are **currently on roll** 15 pupils who have been permanently excluded Sept 2026 – June 2026; with 8 permanently excluded children attending from the previous academic year.

Permanently Excluded Pupils Currently on roll: (June 2026)

	Rec	Y1	Y2	Y3	Y4	Y5	Y6
Boys	0	5	5	2	1	4	2
Girls	0	0	1	1	1	0	1

4 of our permanently excluded pupils moved to specialist provision *during the year*.

1 pupil moved to mainstream school *during the school year*.

2 pupils are currently receiving home tutoring and awaiting a place in specialist provision.

20 Pupils have been referred to prevent exclusion (12 week placements) September 2025 – June 2026

	Rec	Y1	Y2	Y3	Y4	Y5	Y6
Boys	0	3	3	3	3	2	5
Girls	0	0	0	0	0	0	1

11 pupils returned to their mainstream school; 5 pupils are returning to their mainstream schools in June and July 2026; and 3 pupils will be due to return to their mainstream school in October 2026.

1 pupil was permanently excluded following their reintegration to their mainstream school.

In total, 50 pupils (both referral placement pupils and permanently excluded pupils), have accessed Stepping Stones School educational provision from **September 2025 - June 2026**.

5 of our Stepping Stones pupils are due to move to specialist education provision for the new academic year, September 2026

1 of our Stepping Stones pupils are due to move to mainstream provision for the new academic year, September 2026

The remaining children remain in placement at Stepping Stones or are returning to their mainstream school in June/ July 2026.

The support children receive whilst attending Stepping Stones

All pupils at Stepping Stones Short Stay School have additional social, emotional and mental health needs (SEMH) which has been assessed as needing an intervention placement for a period of time or have been permanently excluded and have SEMH needs and present with challenging behaviour.

On entry to the school, all pupils are assessed for reading, writing and maths using appropriate assessments. Additional assessments may be undertaken as decided by the staff within the setting. This may include speech and language therapists, educational psychologists, and specialist teachers. Regular assessments in-house take place termly for academic subjects and for social, emotional and mental health, (individual IEP's).

All class teachers have SEN responsibilities at Stepping Stones. Class teachers are fully involved in the assess, plan, do and review cycle as laid out in the SEN Code of Practice (2015).

The Special Educational Needs and Disability Code of Practice (2015) states that all teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Each class teacher, writes termly IEP's, identifies appropriate provision for each child, maps out provision and liaises with the SENDCO each half term to discuss next steps. IEPs have SMART targets (specific, measurable, achievable, realistic and time specific targets).

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

Parental and carers involvement in their child's special educational needs

Parents and carers will have been fully involved with the school the child has been attending, prior to their move to Stepping Stones, in line with that school's graduated response, of their child's needs, as per the SEN Code of Practice (2015) section 6.44.

When a child is due to begin at Stepping Stones, parents and carers, and the child meet with Stepping Stones staff to discuss their child's identified needs and the provision that is planned. The pupil pathway manager (SLT), liaises with parents and carers throughout their child's time at Stepping Stones, supporting them. This includes completing documents with parents to support any referrals to specialist professions and outside agencies, and works closely with the SENDCO.

Parents and carers 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 and development. Next steps are discussed during these meetings. Parents can request additional meetings if required.

Families can be supported through an Early Help Assessment. Additional information can be found at <https://www.lancashire.gov.uk/practitioners/supporting-children-and-families/early-help-assessment/> The Early Help Assessment, referred to as 'Your Family's' Early Help Assessment' is a tool used to support our work with families. It is designed to help us work with families to identify their needs and plan appropriate responses. A plan is written with the family following the assessment and time scales decided upon for actions and reviewing the impact. The aim of the Early Help Assessment, Plan, and reviews via Team Around the Family meetings (TAF), and the

wider partnership of services, can provide families with the right support at the right time.

There is regular and frequent communication by the class teacher with the parents / carers. This is via an online platform, email or phone call.

Parents and carers contribute their views and share their aspirations and goals for their child in transition meetings, termly parent and carers' meetings. Parents and carers are encouraged to share a nomination, for their child, displaying the weekly value outside of school. This nomination is shared in the whole school daily meeting, displayed on the nomination boards in each class; they are shared school wide through the online parent/ carer platform; and are also celebrated in the school's weekly newsletter.

Arrangements at Stepping Stones School for including children and consulting with them about their special educational needs and disabilities

All children at Stepping Stones Short Stay School have additional needs. These are social, emotional and mental health needs (SEMH) which is a category of need as per the SEN Code of Practice (2015). Children may have additional special educational needs within the other categories of SEN, as documented in the SEN Code of Practice (2015). These may be specific learning needs, communication and interaction needs and/or physical and sensory needs. The targets on a child's education plan corresponds to their identified areas of special educational need(s).

During a child's time at Stepping Stones, additional SEND needs may be identified. These needs are discussed with the parent/carers, class teacher, SENDCo, and Senior Leadership Team (SLT). Following discussions and assessments a referral(s) may be made to other professions, e.g. an educational psychologist, a speech and language therapist, children, and mental health service (CAMHS) or paediatrician.

Educational Health and Care Plan (EHCP)

Some of the children start Stepping Stones with an EHCP already in place. If it is decided a child may need an EHCP, an EHCP assessment request will be submitted to the LA. The SEND Code of Practice (2015) sections 9.1 to 9.44 set out the process of requesting an EHCP assessment, the assessment process and preparation of an EHCP.

The following people have a specific right to ask a local authority to conduct an education, health and care needs assessment for a child or young person aged between 0 and 25:

- the child's parent
- a young person over the age of 16 but under the age of 25, and
- a person acting on behalf of a school or post-16 institution (this should ideally be with the knowledge and agreement of the parent or young person where possible)

Section 9.9 of the SEN Code of Practice (2015) also states that anyone else can bring a child or young person who has (or may have) SEN to the attention of the local authority, particularly where they think an EHC needs assessment may be necessary.

This could include, for example, foster carers, health and social care professionals, early years practitioners, youth offending teams or probation services, those responsible for education in custody, school or college staff or a family friend. Bringing a child or young person to the attention of the local authority will be undertaken on an individual basis where there are specific concerns. This should be done with the knowledge and, where possible, agreement of the child's parent or the young person.

An EHCP is requested when it is identified that a child has complex special educational needs. An EHCP sets out outcomes and provision that is identified to support the child making progress and achieving the outcomes set. An EHCP must be reviewed annually. The child and parents/carers views are included within the annual review meeting alongside professionals who work with and support the child.

Staff from Stepping Stones support parents and carers in meeting with other agencies. School will signpost parents and carers to support organisations, such as SENDIAS or an Early Help Assessment.

Accessibility of the school environment.

The school is fully wheelchair accessible. The school is a single level site. There are no steps into the front entrance, within the school or to access the outdoor environment. Entrance into the front of school is via double doors with an accessibility button enabling the doors to open automatically. The corridors and doorways are wide, enabling all areas in school to be accessible for wheelchair users.

At the front of school, there are several disabled parking spaces.

A disabled toilet is available on site.

Allocation of additional support

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

“Pupils start to enjoy learning and begin to take pride in their work. Their negative perceptions of education fade. Pupils gradually rise to meet the school's high expectations of their achievement. They learn well from their starting points”.

“The school caters well for pupils with special educational needs and/or disabilities (SEND). The school accurately identifies pupils' additional needs when they arrive at the school. Staff are highly skilled in adapting learning to meet pupils' needs. Pupils with SEND learn well”.

(Ofsted Outstanding, February 2025).

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 of 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.

KLIPS (Key Learning Indicators in Performance) is also used. This brings our assessment procedures in line with many mainstream schools in Lancashire. This can also help to identify next steps in learning, targets, and secure further progress in academic subjects.

Any additional support / provision that is put into place will be clearly identified within the child's Individual Education Plan (IEP). The SENDCo and senior 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.

The Headteacher and/or SENDCo 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 SENDCo 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/provision 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	Possible resources / strategies
Social	Lego Therapy - A programme to support social skills development Social skills group (KS1) Adult modelling appropriate social skills. Cooperation games and talk about it games.

Emotional	The Zones of Regulation® Thrive Approach and Emotion Coaching Relax Kids ED (In Class) PSHCE lessons A wide range of Margot Sunderland Resources Jenny Mosely Circle Time Education Highly structured environment Daily routines and visual timetables. Rewards / Consequences Individual Behaviour Support Plans Calm areas within classrooms Time out areas, outside of class for self-regulate. Children can access these throughout the day, self-directed or encouraged to use by staff
Sensory or physical needs	Movement breaks, timetabled and as needed Fidget tools Therapy putty Ear defenders Uniform adaptations Therapy ball Light tubes Sensory tools in time out area Calm music Blankets, cushions Calm areas within each classroom
Cognition and learning	Chunking of the school day Visuals Simplified language Highly adaptive teaching strategies Scaffolded resources Individualised targets, which includes small step targets Individualised learning programmes Cognitive load reduction PIVAT assessment tool to measure small steps of progress
Communication and Language	Simplified language Explicit teaching of vocabulary – subject specific and generic Alternative methods of recording Additional adult support within class Small class sizes Social interaction small group intervention Individualised plans for speech and language therapists

How we know that our pupils make good or better progress

Each child has a termly review. During this review we will discuss the progress your child is making academically, socially, emotionally, and behaviourally. 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 Education Plans (IEPs) are reviewed termly. Class teachers will send home copies of your child's targets each half term.
Pupil's progress is monitored throughout the school and tracked termly.

What should I do if I think my child needs more support?

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

How the school support your family

The school's pupil pathway manager and SENDCo is able to provide support for any of our families.

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 pupil pathway manager'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 school's pupil pathway manager and headteacher, 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 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. Persistent or severe issues can result in Lancashire transport suspending the pupil from using the transport for a period of time. Parents or carers will be expected to provide transport during this period. School will support the pupil to understand expected behaviour on transport. Lancashire transport will re-commence when transport have completed a risk assessment; they then liaise with school re: adaptations and support which needs to be in place for safe journeys to school.

Our classrooms and learning environments

Class teachers and teaching assistants create a nurturing class environment with high expectations for all. Values education is taught throughout every aspect of the school day. Each class family 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. Care is taken to manage a low stimulus environment within the classroom; and staff work hard to create a positive and inclusive environment: fostering strong relationships, wellbeing, and active engagement for all pupils—ensuring access to high-quality teaching without exception. Stepping Stones ensure our teaching assistants play a complementary role in delivering support and promoting independence, aligned with teacher-led learning.

Key adaptations to support our learners with Special Educational Needs and/or Disabilities include:

Minimising cognitive load by ensuring the learning environment is uncluttered and contains only essential resources;

Keeping instruction focussed by providing only essential information, avoiding unnecessary anecdotes, asides or animations;

Creating a calm environment by ensuring the learning environment is quiet and free from overstimulation, such as overly busy, multicoloured displays or irrelevant information;

Supporting accessibility by for example, using enlarged print and dyslexia-friendly fonts where appropriate.

Seating pupils who need the most support close to the teacher with a clear view of the teacher's face, the board and resources. Ensure pupils who need additional support have regular access to adults who can assist them.

Planning effective partnerships between pupils - can they hear and see each other clearly and model and support the development of Co-operative Learning Strategies; Finally adaptable digital resources for enlarging/ to colour enhance etc.

Playtimes are well supervised with at least two members of staff on duty; and any children inside school during reward breaks 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 endeavour to ensure every child is included.

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

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

The Educational Visits Leaders rigorously checks 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.

Key staff members have received training on administering medicines in school. Key staff members 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 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 aiders 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 receive the relevant training in order to ensure the child's needs were met. The school adheres to any legal training required by schools in order to ensure the safety of all its staff and pupils.

Transition and moving on

In Academic year 2025 - June 2026, 3 children moved to long term specialist school provision. This number remains low compared with 4-5 years ago. Currently, Stepping Stones is remaining the educational provision for a high number of children requiring specialist provision. These children stay at Stepping Stones until a specialist educational place becomes available. This would be either in County Council or independent specialist provision.

We ensure we work with the child and family when moving on.

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

Key Stage 3 transition

Again, we have some Y6 pupils that move on to long term specialist school provision or mainstream school provider for year 7. As soon as schools are identified we work collaboratively between the schools, the child and their family to prepare them for moving on to high school, aiming to facilitate a positive move to their new school. This may include additional transition days, partnership working and regular reviews to ensure the child is successful.

For admission procedures please see the school's admission policy.

Statutory assessments

In primary school, children at present have statutory assessments in YR(baseline), Y1, Y4 and year 6. Year 1 children take part in the phonics assessment. Year 4 children are assessed with the multiplication assessment (online). Year 6 children have end of Key Stage 2 SATs in reading, arithmetic and reasoning. If a pupil is

attending Stepping Stones school, when these statutory assessments are taking place, arrangements will be made to sit them within the school. The statutory access arrangements are used for any adjustments that individual children may receive.

Staff training for supporting the pupils at Stepping School

Staff CPD (continuous professional development) is planned and implemented in line with the school improvement plan. Professional development enables members of staff to support all of our children with their additional needs. This is reviewed and evaluated by the senior leadership team throughout the year and additional CPD planned and implemented as identified.

Working with other professional bodies, including health and social services.

All staff at Stepping Stones work closely with other agencies to support all of our children. This may include referring to and working with organisations in health and social services, for example, speech and language therapists, Child and Adolescent Mental Health Services (CAMHS), paediatricians, school nurses, educational psychologists, child and family support workers and social workers.

Referrals are made to other agencies when appropriate and staff work with them to support the individual child and their family. The pupil pathway manager and/or SENDCo co-ordinate referrals to these agencies.

Lancashire SENDIAS (information, advice and support for special educational needs and disabilities) is an organisation independent from the local education authority who can support families and carers by providing free, confidential, impartial advice, guidance and support to parents of children with special educational needs and children and young people with SEND. School can signpost families to this service as appropriate. Further information on Lancashire SENDIAS can be found at <https://lancssendias.org.uk/>

Other organisations can be found on the school website <https://www.steppingstones.lancs.sch.uk/parents-area/>

Complaints procedure

Complaints are dealt with in line with our school complaints policy and procedure, which is available on the school website at <https://www.steppingstones.lancs.sch.uk/complaints-procedures/>

Local offer

Our Local Offer – can be found on the school website <https://www.steppingstones.lancs.sch.uk/> in the key information section.

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>

The SEN Information Report is reviewed annually.
Report Reviewed June 2026

Jane Meacham
Deputy Headteacher and SENDCo.