




The LETTA Trust

Inclusion Policy

Including:

- Looked After Children
- SEN Information Reports
- Accessibility Plans

Approved and adopted on:	Autumn 2024	To be reviewed:	Autumn 2027 (SEN Info Reports TBR annually: Autumn 2025)
Reviewed by:	Trust Board	Signed:	

Contents

1. Aims	3
2. Legislation and guidance	4
3. Definitions	4
4. Roles and responsibilities	5
5. Designated teacher policy (Previously Looked After Child policy)	6
6. Monitoring arrangements	11
7. Links with other policies and documents	11
Appendix 1 - Stebon SEN Information Report	12
Appendix 2 - Accessibility Plans	23

UN Convention on the Rights of the Child: Article 23:

"A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with disabilities."

At LETTA, we believe that inclusion is all about belonging. Children and adults who feel like this is 'their place' and these are 'their people' are more likely to achieve highly and to lead happy and fulfilled lives.

We will ensure that all children, including those with special educational needs and disabilities are nurtured, challenged and enabled to be the very best that they can be. We give children encouragement, acceptance and respect for their individuality. We make every effort to understand and meet the needs of all the children in our schools.

1. Aims

Our Inclusion Policy and SEN Information Reports aim to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for all pupils including those in receipt of the Pupil Premium, those with English as an additional language (EAL), new arrivals to our school and pupils with special educational needs and/or disabilities (SEND).

It is the aim of the policy to reflect the 5 outcomes of Every Child Matters.

Be Healthy

Pupils are supported through a variety of measures to ensure that they are mentally and emotionally healthy.

Stay Safe

Physical and emotional safety is provided to enable all learners to achieve their full potential.

Enjoy and Achieve

Learners of all abilities are supported to achieve personal and social development and are made aware of what constitutes bullying.

Pupils have the opportunity to achieve their full potential whatever their educational needs.

We provide an environment where all pupils regardless of any physical disability can access the social and educational experiences at school.

We encourage and support inclusive learning; gender, cultural, academic, social and emotional needs.

Pupils with EAL have equal opportunities to achieve and reach their potential.

Make a Positive Contribution

Pupils are involved in decisions about their school. We encourage positive behaviour in the community that shows respect for others.

We provide confidence raising opportunities which enable our pupils to deal positively with life's changes and challenges.

Achieve Economic Wellbeing

We provide children with the preparatory life skills to enable independent living and economic well being.

Education

The LETTA Trust is committed to providing outstanding quality education to the children living in our local area. We believe that all children, including those identified as having SEND have an entitlement to a broad and balanced academic and social curriculum which is irresistible and accessible to everyone.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, disability, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys, men and women
- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs and disabilities (SEND)
- those who are looked after by the local authority (LAC)
- others such as: those who are sick, those who are young carers, and those who are in families under stress
- any learners who are at risk of disaffection and exclusion

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

We use the term 'Inclusion' to encompass provision for all pupils particularly those who may need something 'extra' to succeed. This may include:

- Pupils in receipt of the Pupil Premium
- Those with English as an additional language

- New arrivals to our school, especially from overseas
- Pupils with special educational needs and disabilities

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The Inclusion leader/SENCO

The Inclusion leader/SENCO will:

- Work with the headteacher and SEND governors to determine the strategic development of the provision in the school
- Have day-to-day responsibility for the operation of this policy and the coordination of specific provision made to support individual pupils including those in receipt of the **Pupil Premium**, those with **EAL, new arrivals** to our schools and pupils with **SEN**
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that the pupils above receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively (see SEND funding report)
- Be the point of contact for external agencies, the local authority and support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and local governing board to meet responsibilities under the Equality Act 2010 for reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor at each school will:

- Help to raise awareness of SEND and Inclusion at local governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the local governing board on this
- Work with the headteacher and Inclusion Leader/SENDCO to determine the strategic development of provision in the school

4.3 The headteacher

The headteacher will:

- Work with the Inclusion leader/SENDCO and SEND governor to determine the strategic development of provision and the implementation of the Inclusion Policy in school
- Have overall responsibility for the provision and progress of learners, including those with SEND

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Inclusion leader/SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this Inclusion Policy

5. Designated Teacher Policy - formerly the Looked after Children LAC and Previously Looked after Children (PLAC) Policy

The following sections cover our approach to the designated teacher role in LETTA Trust schools.

5.1 Aims

The trust aims to ensure that:

- A suitable member of staff is appointed as the designated teacher for looked-after and previously looked-after children at each school in the trust
- The designated teacher promotes the educational achievement of looked-after and previously looked-after children, and supports other staff members to do this too
- Staff, parents, carers and guardians are aware of the identity of the designated teacher at their school, how to contact them and what they are responsible for

5.2 Legislation and statutory guidance

- This policy is based on the Department for Education's statutory guidance on the designated teacher for looked-after and previously looked-after children.
- It also takes into account section 2E of the Academies Act 2010.
- This policy complies with our funding agreement and articles of association.

5.3 Definitions

Looked-after children are registered pupils that are:

- In the care of a local authority, or
- Provided with accommodation by a local authority in the exercise of its social services functions, for a continuous period of more than 24 hours

Previously looked-after children are registered pupils that fall into either of these categories:

- They were looked after by a local authority but ceased to be as a result of any of the following:
 - A child arrangements order, which includes arrangements relating to who the child lives with and when they are to live with them
 - A special guardianship order
 - An adoption order
 - They appear to the board of trustees to have:
 - Been in state care in a place outside of England and Wales because they would not have otherwise been cared for adequately, and
 - Ceased to be in that state care as a result of being adopted

Personal education plan (PEP) is part of a looked-after child's care plan that is developed with the school. It forms a record of what needs to happen and who will make it happen to ensure the child reaches their full potential.

Virtual school head (VSH) is a local authority officer responsible for promoting the educational achievement of their authority's looked-after children, working across schools to monitor and support these pupils as if they were in a single school. The VSH is also responsible for providing information and advice to schools, parents and guardians in respect of previously looked-after children.

5.4 Identity of our designated teacher and other named staff members

The designated teacher takes lead responsibility for promoting the educational achievement of looked-after and previously looked-after children at our school. They are your initial point of contact for any of the matters set out in the section below.

5.5 Role of the designated teacher

Leadership responsibilities

The designated teacher will:

- Act as a central point of initial contact within the school for any matters involving looked-after and previously looked-after children
- Promote the educational achievement of every looked-after and previously looked-after child on roll by:
 - Working with VSHs
 - Promoting a whole-school culture where the needs of these pupils matter and are prioritised
- Take lead responsibility for ensuring school staff understand:
 - The things which can affect how looked-after and previously looked-after children learn and achieve
 - How the whole school supports the educational achievement of these pupils
- Contribute to the development and review of school and trust policies to ensure they consider the needs of looked-after and previously looked-after children

- Promote a culture in which looked-after and previously looked-after children are encouraged and supported to engage with their education and other school activities
- Act as a source of advice for teachers about working with looked-after and previously looked-after children
- Work directly with looked-after and previously looked-after children and their carers, parents, and guardians to promote good home-school links, support progress and encourage high aspirations
- Have lead responsibility for the development and implementation of looked-after children's PEPs
- Work closely with the school's designated safeguarding lead to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Involve parents and guardians of previously looked-after children in decisions affecting their child's education

Supporting looked-after children

The designated teacher will:

- Make sure looked-after children's PEPs meet their needs by working closely with other teachers to assess each child's specific educational needs
- Have overall responsibility for leading the process of target-setting in PEPs
- Monitor and track how looked-after children's attainment progresses under their PEPs
- If a child is not on track to meet their targets, be instrumental in agreeing the best way forward with them in order to make progress, and ensure that this is reflected in their PEP
- Ensure the identified actions of PEPs are put in place
- During the development and review of PEPs, help the school and relevant local authority decide what arrangements work best for pupils
- Ensure that:
 - A looked-after child's PEP is reviewed before the statutory review of their care plan – this includes making sure the PEP is up to date and contains any new information since the last PEP review, including whether agreed provision is being delivered
 - PEPs are clear about what has or has not been taken forward, noting what resources may be required to further support the child and from where these may be sourced
 - The updated PEP is passed to the child's social worker and VSH ahead of the statutory review of their care plan
- Transfer a looked-after child's PEP to their next school or college, making sure it is up to date and that the local authority responsible for looking after them has the most recent version

Supporting both looked-after children and previously looked-after children

The designated teacher will:

- Ensure the specific needs of looked-after and previously looked-after children are understood by staff and reflected in how the school uses pupil premium plus funding

- Access training and keep up to date with good practice, to ensure that they and other school staff have strong awareness and training around the needs of looked-after and previously looked-after children, and how to support them
- Help raise the awareness of parents and guardians of previously looked-after children about pupil premium funding and other support for these children
- Liaise with VSHs to contribute to decisions about how pupil premium plus funding for looked-after children can most effectively be used to improve their educational outcomes
- Help raise the awareness of parents and guardians of previously looked-after children about pupil premium plus funding and other support for these children, including encouraging parents to tell the school if their child is eligible to attract pupil premium plus funding
- Play a key part in decisions on how pupil premium plus funding is used to support previously looked-after children
- Encourage parents' and guardians' involvement in deciding how pupil premium plus funding is used to support their child, and be the main contact for queries about its use
- Ensure teachers have awareness and understanding of the specific needs of looked-after and previously looked-after children in areas like attendance, homework, behaviour and future career planning
- Be aware of the special educational needs (SEN) of looked-after and previously looked-after children, and make sure teachers also have awareness and understanding of this
- Ensure the SEND code of practice, as it relates to looked-after children, is followed
- Make sure PEPs work in harmony with any education, health and care (EHC) plans that a looked-after child may have
- Ensure that, with the help of VSHs, they have the skills to identify signs of potential SEN issues in looked-after and previously looked-after children, and know how to access further assessment and support where necessary
- Ensure that they and other staff can identify signs of potential mental health issues in looked-after and previously looked-after children and how these can impact on the children and their ability to engage in learning, and understand where the school can draw on specialist services
- Put in place robust arrangements to have strengths and difficulties questionnaires (SDQs) completed for looked-after children, and use the results of these SDQs to inform PEPs
- Work with senior leaders and other relevant staff to put in place mechanisms for understanding the emotional and behavioural needs of previously looked-after children

Relationships beyond the school

The designated teacher will:

- Proactively engage with social workers and other professionals to enable the school to respond effectively to the needs of looked-after and previously looked-after children
- Discuss with social workers how the school should engage with birth parents, and ensure the school is clear about who has parental responsibility and what information can be shared with whom
- Be open and accessible to parents and guardians of previously looked-after children and encourage them to be actively involved in their children's education

- Proactively build relationships with local authority professionals, such as VSHs and SEN departments
- Consider how the school works with others outside of the school to maximise the stability of education for looked-after children, such as:
 - Finding ways of making sure the latest information about educational progress is available to contribute to the statutory review of care plans
 - Ensuring mechanisms are in place to inform VSHs when looked-after children are absent without authorisation and work with the responsible authority to take appropriate safeguarding action
 - Talking to the child's social worker and/or other relevant parties in the local authority regarding any decisions about changes in care placements which will disrupt the child's education, providing advice about the likely impact and what the local authority should do to minimise disruption
 - Making sure that, if a looked-after child moves school, their new designated teacher receives any information needed to help the transition process
- Seek advice from VSHs about meeting the needs of individual previously looked-after children, but only with the agreement of their parents or guardians
- Make sure that for each looked-after child:
 - There's an agreed process for how the school works in partnership with the child's carer and other professionals, such as their social worker, in order to review and develop educational progress
 - School policies are communicated to their carer and social worker and, where appropriate, birth parents
 - Teachers know the most appropriate person to contact where necessary, such as who has the authority to sign permission slips
- Where a looked-after child is at risk of exclusion:
 - Contact the VSH as soon as possible so they can help the school decide how to support the child to improve their behaviour and avoid exclusion becoming necessary
 - Working with the VSH and child's carers, consider what additional assessment and support needs to be put in place to address the causes of the child's behaviour
- Where a previously looked-after child is at risk of exclusion, talk to the child's parents, carers or guardians before seeking advice from the VSH on avoiding exclusion

6. Monitoring arrangements

This policy including the SEND Information Reports appended will be reviewed by the CEO in consultation with Heads **annually**. Reports will also be updated if any changes to the information are made during the year. The policy will be approved by the Trust Board.

7. Links with other policies and documents

This policy links to the following policies and procedures:

- Behaviour & Anti-bullying

- Child protection and safeguarding
- Equality information and objectives
- Exclusions
- Medical needs policy (including Asthma and Intimate Care)
- Pupil Premium Strategy and funding report

Stebon Primary School SEN Information Report 2024-2025

How we support pupils with special education needs and/or disabilities

Our vision and how we hope to achieve it

At Stebon we find it unhelpful to think of inclusion in terms of the few. Nor is it just about the many. Inclusion is about belonging and as such involves everyone, every single one. Pupils, staff, parents and governors feel like Stebon is their school, like they belong here and that's why we're successful. Stebon's Vision Statement is in the form of a set of promises we make to **all** our pupils:

To all the pupils at Stebon Primary School

The staff and governors at Stebon promise you that by the time you leave us:

1. You will have had fun, discovered your talents and celebrated many successes along the way.
2. You will love learning, believe it can take you anywhere and want to keep on learning more.
3. You will know that life is a fantastic adventure, have dreams for your future and the confidence to take on the challenges that await you.
4. You will have grown healthy and strong and understand how to look after your body and mind.
5. You will have made friends and learned to treat other people with fairness, compassion and respect.
6. You will understand that the world is a wondrous place and be inspired to make a difference.

We encourage all our pupils to strive to achieve their very best.

As teachers we work hard to support all the children in our school to be the best they can, including all children with special educational needs or disabilities. We are committed to helping our pupils overcome any barriers to learning that they may have and have a member of staff designated to organising support for pupils with learning difficulties. The school building is fully accessible for pupils with physical disabilities.

The type of school we are

Stebon is an outstanding community primary school for the 3-11 age range. We have a Foundation Stage (Nursery and Reception) for children aged 3-5. There are 3 classes in each year group with 630 children in the school altogether.

Stebon is one of 2 primary schools in The LETTA Trust, a multi-academy trust (MAT). The other is Bygrove Primary. Both are in Poplar, East London. Stebon is an active member of the LETTA SCITT.

Our Ofsted rating

In our last Ofsted inspection in July 2023, Stebon was graded outstanding in all areas. The report states:

'The provision for pupils with special educational needs and/or disabilities (SEND) is exceptional. Leaders identify pupils with SEND at the earliest opportunity. Adults who support pupils with SEND are experts at what they do. They know the needs of pupils with SEND very well. Staff encourage pupils with SEND to become confident and independent learners. All pupils with SEND access the same curriculum as other pupils.'

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

1. Communication and interaction, for example, autistic spectrum condition and, speech and language difficulties
2. Cognition and learning, for example, dyslexia, dyspraxia,
3. Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
4. Sensory and/or physical needs, for example, hearing impairments, processing difficulties
5. Moderate/severe/profound and multiple learning difficulties

How we know if a child has special educational needs

During the autumn term, we invite all parents/carers into the school to meet their child's class teacher. We ask parents to let us know if their child has a disability or they feel their child has any special educational needs so that we can discuss this and make sure the right support is in place. In addition to this, the EYFS team carry out home visits in order to see the child in their own home and discuss any concerns the parents may have.

If a child is joining us from a new setting, the inclusion leader will use the information provided by the setting to plan the best programme of support. When possible, the EYFS team will also visit the child in their setting. The inclusion leader will liaise with professionals who have already been involved with the child in order for effective transition to take place. This is also the process for children who have transferred in KS1 and KS2.

If a child has special educational needs we know how important it is that they get the help they need as soon as possible. To ensure that any special needs not known about before starting the school are picked up early, all pupils are assessed during the first 3 weeks at the school. Our regular assessment and monitoring procedures continue throughout the children's time at the school to look out for any special needs that may develop later.

We hold pupil progress meetings each half term for all classes to discuss pupils' progress and decide on appropriate provision for all pupils including those with SEND or English as an additional language. The inclusion leader also meets regularly with class teachers for highlighting meetings to discuss any concerns about children in their classes.

We work closely with specialist services, such as speech therapists and educational psychologists, who provide expertise in finding out the type and range of the pupil's needs.

We work hard to maintain good home/school links and parents are always welcome to speak to us if they have any concerns. Our home family engagement officer and school social worker support the needs of families.

What we do to help children with special educational needs

Stebon has developed a wide range of ways in which we support children with different special educational needs or disabilities. This is how we plan support:

- Our primary means of supporting children is through high quality first teaching, with carefully adapted lessons and resources to meet the needs of all our learners. We ensure that classrooms are well resourced and we use specialist equipment such as chrome books, iPads and visual aids to support learners
- First we identify what the particular problem is through assessment and discussion. Then, we meet with parents to discuss their child's needs
- We agree on a programme of support that is carefully targeted on the particular area or difficulty. This describes what we will do to support a child and what we hope the support will achieve
- To see whether the support is helping we set a time-frame and review how things are going
- We set targets for each child with special educational needs. This is reviewed each term with parents, the class teacher, other professionals and the child themselves if they are old enough

How we adapt our teaching and our learning environments for children with special educational needs and/or disabilities

At Stebon, we are committed to meeting the needs of all our pupils through quality first teaching. Children with special educational needs are taught alongside other children but lessons are designed so that all the children in the class learn and make progress. We do this by planning what's called 'differentiated' lessons in which for example both a child with special educational needs and a very high attaining child have different learning goals within the lesson.

Every class teacher is involved in planning, monitoring and providing support for all pupils within their class, including children with special educational needs.

We make the following adaptations to ensure all pupils' needs are met:

1. Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
2. Adapting our resources and staffing
3. Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, etc.

4. Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
5. Individual curriculum plans for children working on P levels (not national curriculum)

How we decide what resources we can give to a child with special educational needs and/or disabilities

Part of the school's budget is for support for pupils with special educational needs and disabilities. This is a fixed amount and so we have to use the money as cost-effectively as possible and make sure we can give help to all the children who need it. We have costed all the ways we support children. Decisions about which support programme is best for a child are made by the inclusion leader and SENCO in consultation with a child's class teacher and parents/carers.

Parents are invited to contribute to planning through a meeting or if they are not able to come into the school in whatever way is best for them e.g. by telephone or email.

In exceptional circumstances, where we feel we are not able to meet a child's needs from our own funds we will apply to the local authority for additional support for a child. Parents can do this too.

We are happy to discuss all of this in more detail with parents.

We have a number of teaching assistants who are trained to deliver specific interventions. These TAs will work mostly with small groups to offer support but promote independence. TAs will work 1:1 with pupils when their specific needs require it.

How we check that a child is making progress

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

1. The teacher's assessment and experience of the pupil
2. Their previous progress and attainment and behaviour
3. Other teachers' assessments, where relevant
4. The individual's development in comparison to their peers and national data
5. The views and experience of parents
6. The pupil's own views
7. Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

How we keep parents informed, consulted and involved

We work hard to maintain good home-school links with parents. We have a weekly newsletter with general news about the school. We have a parents'/carers' evening twice a year and we send all parents/carers a report about their child's progress once a year.

We hold pupil progress meetings each half term for all classes and evaluate the provision for all pupils including those with SEND or English as an additional language. For children with special educational needs we also have highlighting meetings each term with the class teacher and the inclusion leader. Children with statements or Educational Health and Care Plans (EHCPs) have yearly Annual Review meetings. Parents are invited to the review and we try as far as possible to arrange it at a time that will allow them to attend.

Parents are always welcome to speak to their child's class teacher or any member of the leadership team if they have any concerns. Our home school liaison officer and school social worker are also available to speak to.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

1. Everyone develops a good understanding of the pupil's areas of strength and difficulty
2. We take into account the parents' concerns
3. Everyone understands the agreed outcomes sought for the child
4. Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

Support we offer for children's health and emotional and social development

Children need to be happy and be able to behave appropriately to learn well so all our class teachers work with children in their class on social skills, behaviour and wellbeing. If a child has a particular difficulty, their class teacher will have help from colleagues e.g. teaching assistants, the school nurse or the inclusion leader to help support the child.

We also have 'playground buddies'; a group where older children who have been specially trained offer support to younger children.

At Stebon, we carry out regular subject health checks which include pupil interviews to find out pupil views on a range of topics including their learning, safety and wellbeing. This helps to inform our decision making about the school and the children.

Stebon School has clear anti-bullying and diversity policies. If a pupil has particular behavioural difficulties, we have a Behaviour Support Programme designed to identify the cause of the problem

and support the child to avoid the pupil disrupting his/her own or others' learning and prevent exclusion.

Our School Council has class reps from years 4-6. Council representatives meet with the school council leader regularly to discuss issues that pupils wish to raise or ideas and suggestions they may have about any aspect of school life.

Specialist external services we use when we think extra help is needed

Sometimes a child will have needs that may benefit from additional help from specialists outside the school. Depending on a child's needs we may draw on support from:

- Speech and language therapy
- Occupational therapy
- Child psychology
- Educational welfare
- Hearing Impaired service
- Visually Impaired Service
- Behaviour Support Service
- Social Care
- Physiotherapist
- Police Community Support
- Phoenix Outreach Team for Autism
- Specific Learning Difficulty Team
- Parent Advice Centre
- Local Authority SEN section
- CAMHS
- THEWS
- ASDAS

We always communicate with parents if we think additional support is required and before we contact other specialists.

Staff training

Every year we have 5 staff training days. In these training days we incorporate special educational needs to make sure that every teacher:

- understands the different special educational needs
- knows how to plan and teach their lessons in a way that is appropriate for children with special educational needs
- knows how to support the emotional needs of children with special educational needs
- understands how important it is to work closely with parents/carers

All staff are required to attend training.

How we include children in activities and school trips

Any trips or outings we plan always include children with special educational needs and/or disabilities. We use part of our budget to make sure that any support needed can be provided. We always consult with parents/carers before arrangements are finalised.

Our school environment

All of our classrooms are fully accessible for children with mobility issues. The building is on 2 floors throughout and there are lifts at either end. There are accessible toilets with changing facilities available close to the staffroom and a medical/therapy room in which all peripatetic therapies can take place.

We have a range of equipment designed to support the development of children's coordination and motor skills in class but if any child needs additional equipment we will get this through specialist services, e.g. through Occupational Therapy.

How we prepare for children joining our school and leaving our school

Children joining our school from the nursery visit their new classroom several times before the start of the new school year. Reception class teachers introduce the children to the school once they start to make sure they are confident in their new surroundings.

We have close working relationships with other pre-school providers and services in the local area and we encourage them also to visit to help prepare children who will be joining Stebon. We invite all the parents and carers of children joining the school to meet their child's class teacher during the summer term before their children start at the school. We also ask parents to let us know if their child has a disability or they feel their child has any special educational needs so that we can make sure the right support is in place for their child.

We help older children prepare for secondary school through a class project in Year 6 'Getting Ready for Secondary School'. This helps the children understand for example how a typical day works in a secondary school, what their timetable might look like, how to find out who to go to for help if they need it. As part of the culmination of our 'Identity' project in Y6, we invite our most recent alumni (current Y7) back to school for a small ceremony and QandA session with our current Y6.

How parents are involved in school life

At Stebon we believe in working with parents and carers as partners and we hope that our parents share that belief. We are always ready to speak to parents about any concerns they may have about their child. The headteachers see or speak with parents and carers by appointment, although both heads are also available to them at other times.

There is an active Stebon Parents' and Community group and parents are represented on the school's local governing board (LGB).

When we write to parents and carers, we always try to write in plain English.

We have a group of bi- and multilingual staff who offer translation and interpretation in Arabic, Somali, Sylheti/Bengali and Urdu for parents and carers who need help with English.

We hold a yearly 'Shaping Stebon's Future Conference' for parents to offer feedback on all aspects of school life and we also issue a report for parents, Parent Power, to explain how the school has responded to their ideas and suggestions.

Parents are welcome to attend regular coffee mornings and parent clubs, such as sewing and cooking.

Evaluating the effectiveness of our SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions half termly
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps
- Holding annual reviews for pupils with statements of SEN or EHC plans

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trips. All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Please see also the school's accessibility plan, available from the website.

Who to contact for more information or to discuss a concern

- Your child's class teacher
- The SENCO
- The inclusion leader
- A senior member of staff – any assistant head/phase leader or headteacher

If in doubt, ask at the school reception. The school telephone number is 020 7987 4237 or email admin@stebon.org.uk

If you'd like to make a complaint:

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Our offer to children with special educational needs and disabilities forms part of the 'local offer' of the London Borough of Tower Hamlets. More information about the local offer and about support services available can be found at:

<http://www.localoffertowerhamlets.co.uk/pages/local-offer/what-is-the-local-offer>

This SEND Information report was reviewed in July 2024

It will be reviewed again in Summer 2025

Accessibility Plans

Rationale

This Accessibility Plan is compliant with current legislation and requirements specified in Schedule 10, relating to Disability, of the Equality Act 2010 and the SEND Code of Practice 2014.

We value and include all our pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. As such, we make sure the environment enables full curriculum access for everyone. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion within the school. Through training we raise awareness of equality issues within our school community.

The LETTA schools' Accessibility Plans show how access will be improved for disabled pupils, staff and visitors in a given timeframe at each school. The Accessibility Plans contain actions to:

- increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are equally prepared for life, (if a school fails to do this they are in breach of duties under the Equalities Act 2010). This includes the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers provision of specialist or **auxiliary aids and equipment**, which may assist pupils in accessing the curriculum
- improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education
- improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities, examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats.

Related documents

The Accessibility Plans should be read in conjunction with the following school policies and documents:

- Curriculum Policy
- Equalities Policy
- Educational Visits Policy
- Health and Safety Policy
- Inclusion Policy
- Behaviour Policy

- Anti-Bullying Policy
- School Development Plan
- School Brochure

Equality Impact Assessments are undertaken when school policies are reviewed and the terms of reference for all Trust Board committees include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan for physical accessibility was put together following an audit undertaken by the school's Inclusion Leader. It may not be feasible to undertake all of the works listed during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covered by this plan in order to inform the development of a new Accessibility Plan.

Stebon Primary School Accessibility Plan

1. Improving curriculum access

Target	Strategy	Outcome	Time	Achievement	Evaluated by
Revised training for all staff in teaching children with a hearing impairment	Attendance at LA training and continued support from the Hearing Support Teacher	All staff have clear understanding of the needs of hearing impaired children and how to ensure the curriculum is fully accessible to them	Ongoing as required by pupil needs	Hearing impaired child is successfully included in all aspects of school life	Termly by INCO and specialist services Annual review of EHCP Head Teacher
Revised training for all staff in teaching children with a visual impairment	Attendance at LA training and continued support from the Visual Support Teacher including Braille teaching	All staff have clear understanding of the needs of visually impaired children and how to ensure the curriculum is fully accessible to them	Ongoing as required by pupil needs	Visually impaired child is successfully included in all aspects of school life	Termly by INCO and specialist services Annual review of EHCP Head Teacher
Training for staff to support and assess learning for children with additional needs	Staff attend appropriate training to match the needs of children Children families and staff have outreach support and provision from external agencies	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom Children with additional needs are successfully included in all	Ongoing as required by pupil needs	Children with additional needs or are identified appropriately and successfully included in all aspects of school life.	Termly by INCO and specialist services Annual reviews of EHCPs Head Teacher

		aspects of school life			
Learning environments are effectively organised to promote the participation and independence of all pupils	Staff attend appropriate training to match the needs of children Staff use inclusive environment checklists Use of personal work spaces where appropriate.	Children have ready access to a range of resources to support their learning	Ongoing as required by pupil needs	Increase in access to the National Curriculum	Termly by INCO and SENCO Head Teacher
All children can access the curriculum through effective adult support	Deployment in review meetings with all adults. Establish where support is to be deployed	Adult support is available during key times that individual children may need support i.e. lunchtimes, after school clubs, residential visits, PE lessons	Ongoing as required by pupil needs	Children who need individual adult support to participate in some activities have access to this support	Termly by INCO and SENCO Head Teacher Phase Leaders
IT resources are available to support and enhance pupils learning	Continue to research and evaluate new and existing IT resources.	IT resources are available to support identified pupils access and engage with the curriculum Staff attend relevant IT training to	Ongoing	Pupils get access to the curriculum	Termly by INCO and SENCO IT Leader Head Teacher Phase Leaders

		enhance learning for all			
Improve pupil voice for children with SEND	Pupil surveys are used to explore children's views of inclusion at Stebon and how things could be developed	Pupil voice for children with SEND is collected and shared All staff have clear understanding of the views of children with SEND	Autumn 2021	Pupils help shape provision at Stebon	Termly by INCO Head Teacher Phase Leaders

2. Improving access through the physical environment

Aim	Activity	Time	Outcome	Evaluated by
Acoustics improved to ensure acceptable level to maximise inclusion of ASD, HI and VI children	Audio and visual equipment are serviced to ensure they working appropriately Equipment (such as ear defenders) are available to students as and when required.	Autumn 2021 Ongoing as required by pupil needs	To improve provision for hearing impaired pupils when in the hall	Termly by INCO and SENCO IT Leader Head Teacher
Children with a visual impairment can move around the school safely	Visibility strips on staircases and other steps are installed	Autumn 2019 Ongoing as required by pupil needs	To safely increase the independence of children with visual impairments, when moving around the school.	Termly by INCO and SENCO Premises Team Head Teacher
The school is aware of the access needs of disabled pupils, staff, governors and parents or carers.	Individual access plans are created	Ongoing	All individuals can safely access the school building and playground	Termly by INCO and SENCO Head Teacher

Staff can safely move children	Staff attend appropriate training to match the needs of children (such as, Team TEACH and positive handling). Individual access plans are created in conjunction with specialist services	Ongoing as required by pupil needs	All staff can safely and confidently move children in order to meet their physical needs. Risks are minimised	Termly by INCO and Head Teacher
--------------------------------	--	------------------------------------	---	---------------------------------

3. Improving the delivery of written information

Target	Strategy	Outcome	Time	Achievement	Evaluated by
Availability of written material in alternative formats Make available school prospectus, newsletter and other information to parents in alternative formats	More school information to go on school's website so it can be enlarged. Support available to parents in reading newsletters. Situations dealt with case by case	The school will be able to provide written information in different formats when required for individual purposes	Ongoing	Delivery of information to pupils and parents will be improved as the school will be able to provide written information in different formats when required	Office Team Head Teacher
Parental voice is enhanced	Parents are surveyed to evaluate the quality of communication and to seek their opinions as to how the school can improve	School is more aware of the opinion of parents and action taken accordingly	Termly	The school will improve provision of information in accordance with the views of parents	Head Teacher and Leadership Team