



Steam Mills Primary School – SEND Information Report May 2025

Context:

Changes in the Children and Families Bill affect the way children with special educational needs (SEN) are supported in schools. The new approach began in September 2014 and placed pupils at the centre of planning. The key principles of the legislation are:

1. Young people and their families should be involved in discussions about the support they need, so they can share their knowledge and feed back to the school on the young person's progress.
2. Education, health and care plans (EHCP) have replaced statements of special educational needs. New assessments for additional educational needs follow EHCP guidelines from September 2014. (Existing statements will remain in force until all children and young people have completed the transition, which will be within three years).
3. School Action and School Action Plus have ceased and are to be replaced by a single school-based category for children who need extra specialist support.

Steam Mills Primary School adopted these changes and works closely with pupils and parents/carers to ensure inclusive access to our curriculum.

How does our school know/identify that children have special educational needs (SEN)?

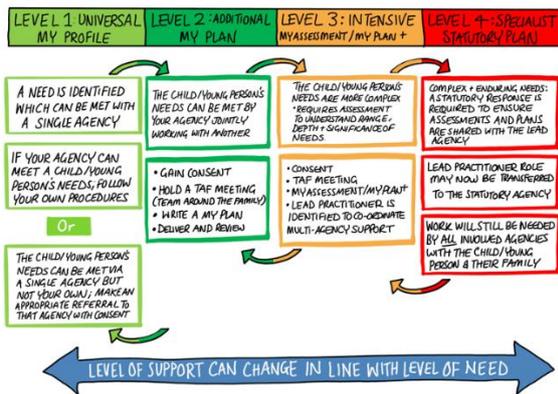
What are the first steps our school will take if special educational needs are identified?

All children receive Quality First Teaching across the curriculum as part of a universal educational offer.

Class teachers use formal assessments, which use standardized tests, to establish if they are working at Age Related Expectation. This is in addition to informal assessment which involves gathering insights into student learning through various, less structured methods like observations, conversations, and questioning.



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Early identification of a child's specific needs is vital to ensuring relevant teaching and learning opportunities are offered. A comprehensive picture of the whole child is developed, using pupil voice and information from adults in your child's world. Informal assessment helps teachers monitor student progress and adjust their teaching strategies in real-time.

Children are then placed on the SEND register, at different levels, depending on need.

Level 1.

Universal provision is achieved through the federations engaging in a spiral curriculum and Quality First Teaching. Your child's progress is planned and assessed by the class teacher. They will have a My Profile to create a picture of what helps them and what doesn't help them when they are in school. This will be reviewed at parent's evenings.

Level 2.

For some children additional, targeted intervention in specific areas will help them to succeed. Your child's progress is planned and assessed by the class team. They will have a My Plan which identifies short term needs and outcomes to achieve these. This may include interventions managed by the team. This will be reviewed three times a year.

Level 3.

For a few children an intensive level of teaching and learning, which may include adaptation of the curriculum, will enable them to achieve their potential. The progress of your child is planned and assessed by the class teaching team, school SENCo and relevant outside agencies according to your child's need. They will have a My Assessment and a My Plan +. The My Plan + identifies needs and outcomes to achieve these. This will include interventions managed by the team and outside agencies. This is reviewed on a needs basis.



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Level 4.

For a few children, who require specialised provision, progress is planned and assessed by the class teaching team, school SENDCo, outside agencies and the local authority, using an Education, Health and Care Plan (EHCP.) The Team around your child will identify the needs, within the following areas of SEND:

- Social, emotional and mental health
- Communication & Interaction
- Cognition & Learning
- Physical Development

Your child will have a My Plan which identifies clear steps of progressing to achieve the outcomes on your child's EHCP.

The EHCP is reviewed annually. The My Plan is reviewed three times a year.

What should parents/carers do if they think their child has SEN? How can they raise concerns?

There is an open dialogue between the class teachers, the SENCo and parents/carers to ascertain which facet, or facets, of the Graduated Pathway is presenting as a need; Communication and Interaction, Cognition and Learning, Physical Development and/or Social, Emotional and Mental Health.

The SENCo and Family Support worker can signpost parents and carers to the appropriate SEND agencies which can act as advocates for them. These include SENDIASS and Casework at Shire Hall.

How will our school include parents and students in planning support?

Parents, carers and children are consulted at each stage of the SEND process; from early identification to the Graduated Pathway -MP, MP+ or EHCP.

Children who are placed on the Graduated pathway will receive a detailed plan which explains their needs, outcomes and actions to support them.

There will be regular, planned meetings to discuss progress, celebrate their achievements and assess any ongoing needs.



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This follows a cycle of assess, plan, do, review as recommended by Gloucestershire's Local Offer for SEND.

How will our school teach and support children with special educational needs?

Steam Mills School values the contribution that every child and young person and welcomes diversity.

The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all.

All children with SEND are respected as equal members of the school community.

As such, provision for pupils with SEN is a matter for the school as a whole.

All teachers are teachers of pupils with SEN. All pupils have the entitlement to a broad, balanced and relevant curriculum. Pupils with SEN are taught, for most of the time, with their peers in mainstream classes by class teachers and study the curriculum appropriate for their age. All teaching and support staff work toward the principles of the National Curriculum Inclusion Statement, and in their planning and teaching they strive to:

Provide suitable learning challenges

Meet the pupils' diverse learning needs

Remove the barriers to learning and assessment

With advice and the support of the SENDCO, teachers match the learning objectives to the needs and abilities of the pupils. This takes into consideration the stage of development as well as the learning style of the whole child. They use a range of strategies to develop the pupils' knowledge, understanding and skills.

Where appropriate, materials are modified or support is provided to enable pupils with SEN to access the learning or the assessment processes. This may take the form of small group interventions, in-class support or additional support in tests and examinations.

It may be that a child needs intervention for other reasons, which may in turn affect the child's ability to access the curriculum.

The school will decide upon the appropriate provision for a child, together with the recommendations of external agencies and most importantly, the parents or carers and the child themselves.



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Who will be working with your child?

At Steam Mills School we utilise a network of professionals around a child to support all their needs.

Any child with SEN will be part of the whole class kinship. As such they will work within the class environment as much as possible with the class teacher and the class staff team. At times, where and when appropriate, a teaching assistant will be deployed to offer learning support or interventions.

Some children may be referred to internal school professionals such as the Family Support Worker, Young Minds Matter or ELSA staff.

At times the SENCO may wish to seek advice from external professionals who have specific expertise. Such as an advisory teacher, speech and language therapist, educational psychologist or occupational therapist.

If the needs are of a medical nature, the school nurse may be contacted, or a referral to the child's GP might be suggested.

During this process, the school will ask the parent or carer for consent and discuss any actions and decisions which may be taken.

How is information about your child's needs shared with staff?

Information is shared between the class teacher, SENDCO on a regular basis to gain a picture of the whole child. Where relevant, the Safeguarding team and Family Support Worker are informed.

This is through a number of systems:

Family Support Register

SEND register

SEND census

Assessment trackers: INSIGHT, Phonics screening

My Concern

Teacher observation

Outside agency reports

Children with a My Plan or My Plan + have their plan's outcomes reviewed three times per year minimum.

For children who have an EHCP a MP+ will be written, these stagger the overarching outcomes into step-by-step targets which are reviewed throughout the year. EHCP's are reviewed by class teachers, the SENCO, relevant agencies and parents and carers on an annual basis.

Information is shared within the class teams and with staff who work with the SEND children. In this way all staff are aware of needs and can adapt their practices accordingly.

What role will your child's teacher play?

At Steam Mills school we ask 'Is the child is learning, happy and safe?' We believe that this triad is fundamental to a child's success in a mainstream school.

The class teacher's role is vital in this process.



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Happy: The class teacher, and the class staff, ensure that the children feel happy in school by providing a nurturing environment and a growth mind-set ethos.

Learning: The class teacher uses both formal and informal assessment to build a picture of the child's academic ability and learning style.

Safe: The class teacher ensures that the child is both physically and emotionally safe within school.

What expertise does our school and staff have in relation to SEND?

All Steam Mills staff are trained to work with the varying needs of the children, both drawing upon skills from within the school and expertise from outside agencies.

As part of a Federation, co-ordinators ensure that their subject include adaptations which enable SEND children to access the curriculum.

In addition to an inclusive curriculum Steam Mills offers a variety of intervention programmes across the four aspects of SEND; Cognition and Learning, Speech and Language, Physical Disabilities and Social, Emotional and Mental Health. Interventions reflect the children's needs and are named on their My Plan's, My Plan + or EHCP. These are delivered to small groups or individuals as required.

Cognition and Learning: Staff utilise a range of techniques to assist learning; this can be via differentiated tasks to resources. Outside agency recommendations may also inform provision for SEND children. Recently staff received meta-cognition training and spaced retrieval strategies which are embedded in curriculum planning as part of our commitment to provide structured and purposeful learning opportunities for all children.

Speech and Language: Both verbal and non-verbal techniques are used to facilitate a child's self-expression. Steam Mills uses Widget symbols alongside spoken language to illicit learning. Staff who work in class teams where children's expressive speech or language comprehension is compromised receive specific training. For example, Autism communication strategies. Outside agency recommendations may also inform provision for SEND children.

Physical Disabilities: Staff who work in teams where children who have medical or physical needs receive specific training from experts within the area of need. For example, School Nurse, Bladder and Bowel consultants, Paediatrics, Occupational therapists.

SEMH: Steam Mills is dedicated to the mental health and well-being of children, all staff follow PACE; trauma informed way of being alongside 'wondering out loud' to foster a culture of emotionally safe relational interactions. Furthermore, Steam Mills has a trained ELSA who delivers short term therapeutically guided sessions. Children can also be referred to Young Minds Matter and Talk Well (formally TIC+).

Which other services may be involved in providing support for your child?



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The school refers to a wide range of services and outside agencies.

Cognition and Learning: Educational Psychologists, Advisory Teaching Service

Communication and Interaction: Speech and Language therapists

Physical Disabilities: School Nurse, Bladder and Bowel consultants, Paediatrics, Occupational therapists.

SEMH: ELSA, YMM, Talk Well, Counsellors

For some children and their families it may be appropriate to refer to Social Care, Early Help or agencies which offer holistic approaches to support them outside of school.

(NB. For more information about the above please contact the school office). If you have a complaint about the SEN provision is receiving, please contact us straight away and look at the compliant policy on the website.

Who will be keeping in touch with you?

In the first instance, communication with the school will be through the school office or the class teacher. Depending on the circumstances it may be appropriate for the Family Worker, Head Teacher or SENDCO to make contact to discuss aspects of your child's education and needs.

For further information regarding special educational needs provision at Woodside School, please contact the school office, Miss Carlson & Mrs Warren (Family Support Worker) or Miss Barber (SENDCO).