Stepgates Community School
SEND Information Report
September 2026

1	**How does the school know if children need extra help and what should I do if I think my child may have special educational needs?**	At Stepgates Community School and Sunbeams Nursery, staff have been trained to be able to cater for learners who have difficulties with: -Cognition and Learning -Communication and Interaction -Social, Emotional and Mental health -Sensory and Physical As a school we have extensive knowledge and experience of teaching and supporting children with a range of special needs. We have a Specialist SLCN Centre, where children who have identified Speech Language and Communication Needs are supported within a small class every morning. They are taught by specialist teachers and Speech Therapists. These children are then integrated into their mainstream classes in the afternoon, to ensure opportunities for further development of social and communication skills. All staff within the school have a good knowledge of how to support children with Speech, Language and Communication needs. As well as this, staff also have a good understanding and experience of teaching and supporting children with the following needs: • Autism (ASD) • ADHD (Attention Deficit Hyperactivity Disorder) • Attachment Disorder • English as an Additional Language (EAL) • Social and Communication needs • Behavioural and Emotional needs Provision for children with Special Educational Needs, is discussed before the children reach our school. From Reception, through close liaison with pre-schools, nurseries and families, children's needs are discussed and where appropriate observations of the children are made. All documentation is shared with

		the relevant practitioners. Transition is carefully planned and supported with additional provision as appropriate. Provision is then carefully planned, to ensure the child's needs are fully supported as soon as they reach our setting. Once in our setting, we have rigorous monitoring in place that tracks the progress our learners make in all areas of the curriculum. Our staff are vigilant at supporting and raising any concerns to either the SENDCo or Inclusion Lead. We use data and other forms of assessment to identify additional needs and celebrate achievement; regular discussions take place at twice termly Pupil Progress Meetings. Parent/Teacher consultations are held termly, however, parents are encouraged to discuss any concerns they may have at the earliest opportunity, in order to address any possible Special Educational Needs as early as possible.
2	**How will Early Years setting/school/college staff support my child/young person?**	Having identified needs, we seek to match provision to need. This is done through termly pupil progress meetings/clinics, which are run by the English & Maths Subject Leaders, Inclusion Leader/SENDCo & Head teacher. We then work to ensure provision assigned, its frequency and type, is tailored to target a child's specific needs. Provision is then tracked, to evaluate its impact and to enable the school to monitor which child is involved in which intervention. This information is then fed back to Governors, who alongside the Leadership Team monitor the quality and effectiveness of provision. All interventions that are put in place are informed through research, are evidence based and are measured to monitor impact through expected rate of progress. These interventions are run by various members of staff who have all been trained in the specific area.
3	**How will the curriculum be matched to my child's /young person's needs?**	All of our teachers are clear on the expectations of quality first teaching, and are aware of the importance of differentiation to support all needs and abilities. This is monitored regularly by the Leadership Team, through observations, learning walks and planning and work scrutiny. Good practice is shared through the development of our 'Teaching and Learning Project', which allows teachers to engage in joint teaching across classes. We have a tailored personalised curriculum in order to address needs and engage children of all abilities. Regular assessment of pupil progress and attainment enable us to monitor the effectiveness of this and reflect on next steps. If there is then a higher level of need identified, we seek to match provision to a child's personalised needs, and consult professionals where necessary. Attainment and achievement is monitored through careful and consistent marking and assessment and is monitored closely throughout each term.

4	**How will I know how my child/young person is doing and how will you help me to support my child's/young person's learning?**	Through our termly Curriculum Information to Parents letters, newsletters and on our website, we regularly share information about the curriculum and children's achievements. We encourage parents to support their child's learning through additional activities outside the school and invite parents to share their child's learning in school during 'Parents in School' Week each term, as well as Tapestry in our Early Years. Learner feedback is part of our established learning culture and pupil voice is an integral part of our curriculum and whole school ethos. We provide a number of opportunities where parents/carers can meet with staff to discuss their child's progress. At these meetings, (and through other means,) we clearly share what can be done by families at home to support the learning in school. We host a number of curriculum evenings and learning events to help families understand what learning is expected and how they best support their child. Should more regular or specific contact be required, our staff will make suitable arrangements to ensure this is put in place, providing individual advice and guidance where appropriate. We believe in supporting the development of parenting skills and provide opportunities for parents to work alongside staff, including our HSLW, and in some instances, outside agencies, to develop these skills further in a non-threatening and supportive environment.
5	**What support will there be for my child's young person's well-being?**	Our whole school ethos is to provide a caring and inclusive environment that supports every child's well-being in our school, based on our 'Jigsaw Programme'. In order to deliver this, all of our staff are regularly trained to provide a high standard of pastoral support. This is also reflected through our whole school policies, which are regularly monitored and updated by the Leadership Team and governors. These are then shared with staff and are available for parents to access, via the website or school office. Relevant staff are trained to support medical needs and in some cases all staff receive training. We also have an ELSA (Emotional Literacy Support Assistant) who is able to provide support outside of the classroom, as well as in class if necessary. All staff are informed about children's specific, high-priority needs and are updated weekly, possibly daily, on these. We have a medical policy in place. Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and supported by all staff. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence, working with parents/carers and accessing support from our Inclusion Officer as appropriate. Learner voice is central to our ethos and this is regularly encouraged in a variety of ways. All children visit Forest School for half a term each year. We also have a swimming pool on site which is being accessed by different groups of children throughout the week.

6	**What specialist services and expertise are available at or accessed by the setting/school /college?**	Many of our staff are trained to work in specialist areas of Special Educational Needs. We encourage staff to continually update their skills and knowledge through regular training. Training is tailored to support current needs of the children within the school, at any particular time, whilst continuing to support current good practice. As a part of our Inclusivity, a whole school approach is used to support Speech, Language and Communication Needs, and staff training is on-going in order to support this. This is evident throughout the school by the use of Makaton, visual timetables, and pre-teaching vocabulary sessions. As well as Speech Language and Communication, we also provide a range of both academic and social and emotional interventions including: • Numbers Count • Numicon • Better Reading Partners • Early Literacy Support • Talk Boost • Socially Speaking • Emotional Literacy • Pre-teaching Vocabulary • Handwriting • Occupational Therapy Support • Speech and Language Support • Attention Autism • Learning to Listen • Superflex We also have a Home School Link Worker, who provides support for children and parents/carers at a 1:1 level as well as in small groups. We have a number of well-established relationships with professionals in Health, Social Care, Children and Young People's Mental Health Services, Traveller Support Team, Specialist Teachers for Inclusive Practice, Physical & Sensory Support and Behaviour Support. All external partners we work with hold the relevant DBS checks and have undertaken the relevant safeguarding training. When buying in outside services, the impact of the intervention is monitored and evaluated through our provision map, to ensure a value for money service.

7	**What training are the staff supporting children with SEND had or having?**	Both our Inclusion Leader and SENDCo are qualified teachers. We build Special Educational Needs into our School Development Plan, which informs the training that is provided to all staff. We regularly invest significant time and money in training our staff to improve Wave 1 delivery and develop enhanced skills and knowledge. To date staff have received training in the following areas: • Speech Language and Communication Needs, including Makaton, Colourful Semantics and Shape Coding • Attachment disorder • Children and Young People's Mental Health Services • Hearing and Visual Impairment • Autistic Spectrum Disorder • Dyslexia • PDA • Safeguarding children and disabilities
8	**How will my child/young person be included in activities outside the classroom, including school trips?**	Our Inclusion and Equalities Policies promote the involvement of all learners in all aspects of the curriculum, including activities outside of the classroom including Forest School and swimming. Where there are concerns of safety and access, further support and consideration is put in place. Risk assessments are carried out to ensure all learner's needs are considered and to ensure the activity is appropriate in terms of learners' needs; where applicable parents/ carers are consulted and involved in planning.
9	**How accessible is the setting/school/college environment?**	We have a full Accessibility Plan in which we make every effort to make reasonable adjustments to the majority of our environment. There is a disabled toilet in the main building which is easily accessible, and two in our Centre Building. Our policy and practice adhere to the Equality Act 2010. We monitor the languages spoken by our families which are displayed within the school. Where possible we ensure any home setting communications are available in the relevant languages, and when required, translators are asked to attend meetings.
10	**How will the setting/school/college prepare and support my child/young person to join the**	Transition and induction to our school is very important to us and we invest much time in welcoming our learners in a way that makes them feel a part of our setting. We provide a range of opportunities for children and parents to become familiar with the school, daily routines and staff. Where appropriate, staff work closely with previous settings, to ensure transition is smooth and to that any needs that are highlighted and met straight away. When transitioning through the different year groups within the school,

	setting/school/college, transfer to a new setting/school/college or the next stage of education and life?	we track the aspects of our environment which help and support the children to learn and this information is passed on to the next teacher. We have good relationships with the local nurseries and secondary schools and work closely together to deliver a transition programme to support children with range of needs. We work closely with the Specialist Teachers for Inclusive Practice team via their 'Aspire' Programme, in key stages transitions – Nursery to Reception and Year 6 to Year 7.
11	**How are the setting's/school's/ college's resources allocated and matched to children's/young people's special educational needs?**	Our school Business Manager closely monitors our budgets, and reports at least twice termly to governors. We aim to utilise resources to support the strategic aims of our setting as well as individual learners' needs. Pupil Premium funding is used to support specific children and is allocated according to need. We seek to ensure value for money, therefore all interventions are costed and evaluated on a termly basis.
12	**How is the decision made about what type and how much support my child/young person will receive?**	High quality classroom teaching is clearly defined in our setting and we expect all staff to deliver this. Should additional support be required, the 'Graduated Response' is referred to and used to support consultations regarding support with relevant staff, parents and outside agencies where appropriate. All interventions are evaluated for impact and expected outcomes are defined at the start of the intervention. The Inclusion Leader oversees all additional support and regularly shares updates with the governors, who are actively involved in discussions about progress and the impact of provision and specific interventions.
13	**How are parents involved in the school? How can I be involved?**	We are an inclusive, community focused school. We whole heartedly believe in two-way dialogue to support children's learning, needs and aspirations. We operate an open-door policy and encourage parents to share any concerns they have at the earliest possible opportunity. Parents are invited to contribute through a number of means, including Annual Reviews, ISP meetings, 'Parents' in School' week and parent/teacher consultations. Our governing body includes parent governors/representatives, who are encouraged to be actively involved in school activities. All parents are members of 'Friends of Stepgates' (FOSS) who regularly organise activities for parents and children and raise money to improve our school facilities.
14	**Who can you contact for further information?**	In the first instance, parents/carers are encouraged to talk to their child's class teacher. Further information and advice can be obtained from the school's SENDCo, Inclusion Manager or Headteacher.

15	**What should I do if I am unhappy with the SEND provision in school?**	In the first instance, parents/carers are encouraged to talk to their child's class teacher. Further information and advice can be obtained from the school's SENDCo and/or Inclusion Leader. If a parent or carer still has some concerns please refer to our school complaints policy, which can be found on our school website (under School Information – School Policies): https://www.stepgatesschool.co.uk/ The complaints procedure will outline the formal steps the school will take in handling any complaint. Where a resolution between the parent and school cannot be reached, then parents will be advised to seek external support through Surrey Information Advice & Support Services Network (https://cyp.iassnetwork.org.uk/service/surrey-pps/)
16	**Is there any additional provision you have developed this year?**	We have developed the role of the Home School Link Worker, who is now based at the school for 3 days a week. She liaises closely with identified families to provide parents/carers and children with support with issues they may be having at home or at school and provides guidance and support to families on a range of issues including: - attendance; - home circumstances; - individual guidance and parenting support; - improving communication between families and schools; - transition to/from school.