



St Stephen's Tockholes CE Primary School

Annual Report: *Reviewed September 2025*
Information linked to local offer

Background to the Report:

Governing bodies have a statutory requirement to ensure that the school's SEND policy is subject to regular monitoring, evaluation and review and is made available to all parents.

The Education Act 2005 removed the requirement of schools to publish a general annual report to parents, however, they still have a duty to report annually to parents on the effectiveness of the school's work on behalf of children with SEN.

Special Educational Needs & Disabilities (SEND):

Children with special educational needs all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

The Special Educational Needs Code of Practice lies at the heart of the school's SEND policy and sets out the processes and procedures that all organisations should follow to meet the needs of children. The current Code describes a graduated approach that recognises that children learn in different ways and can have different kinds of SEN. So increasingly, step-by-step, in school and specialist expertise at SEN Support level can be put in place to help overcome the difficulties that a child may have. If further support is required the school may request a statutory assessment of special needs, which may result in an Education & Health Care (EHC) plan being issued for the child.

The current Code of Practice became effective in September 2014 and changed the way pupils with SEN and disabilities are supported financially, academically, socially and emotionally in school and in life in general.

Policies

- The School's SEND Policy is reviewed and adopted annually by the Governing Body.

Key Personnel

- The school's SENCo (Special Educational Needs Coordinator) is currently Gillian Ross (Head of School)
- Amy Teague and Jennifer Eddleston are the Governors responsible for SEND at St Stephen's.

Number of pupils with SEN

- In academic year 2024-2025 the SEND Register was as follows:

<u>Number of Children</u>	
Cause for Concern	2
SEN Support	11
EHC	6
Total	

In the academic year 2024/25 the school had 10% of children with an EHCP. There were 20% of children identified as at SEN Support in school. There was one exclusion during academic year 2023/24.

- At St Stephen's we actively encourage our children to be involved in their annual EHCP review process (this may be in the form of discussion, completing a questionnaire or by taking part in the actual review process). An annual review was held for each child during 2024/25

Progress of pupils with SEN

In the academic year 2024/25

Overall, SEN children made a range of progress from below expected to better than expected in the different key stages in school.

- **At the end of Foundation Stage** (Reception) 12% of children were identified as SEN Support/EHCP. They were identified as achieving below age related expectations.
- **In Year 1** –67% of children were identified as SEN Support/EHCP. 75% of those SEN children passed the Year 1 Phonics Screener.
- **At the end of Key Stage 1 (Year 2)** in 2024/25, no children were identified as SEN Support/EHCP.
- **At the end of Yr 4** 36% of children were identified as SEN Support/EHCP. Of the 3 children that were eligible for the test they scored between 13 and 19 on the MTC
- **At the end of Key Stage 2 (Year 6)** 30% of children were identified as SEN Support. Of those SEN children 33% achieved age related expectations in reading.
- **Budget allocation**
- In the academic year 2024/25, the school has received £56,455 which is a culmination of notional SEN budget allocation and Element 2 and 3 High Needs Funding.

Deployment of staff and resources

- In the academic year 2024 - 25 the school employed 2 Teaching Assistants (TA) to support and promote the teaching of children in school
- 6 x TA provided 1:1 support for individual pupils with an EHCP
- Teaching staff feed back to the Headteacher/SENCO on a regular basis to discuss progress and support required.
- Interventions during 2024/25 included DailyReading, IDL (dyslexia programme), inference, small group literacy/maths/phonics, SALT programmes, Attention for Learning, Getting Connected, sensory circuit/physical development activities, clicker and ELSA/nurture support

External Agencies

- The school was/is supported by the Blackburn with Darwen SEND Support Service, Early Years Team, Educational Psychologist, Speech and Language Therapists, Occupational therapists, the School Nurse Team, Community Paediatricians, MHST and ELCAS -Clinical Psychology Service.

Admission Arrangements for children with EHCP

- Pupils with SEND will be admitted to St Stephen's Tockholes School in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEND Disability Act and in line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. Once you have named our schools as one of your preferred choices in your child's plan:
- The Local Authority will send the school copies of the child's most recent EHCP which outlines the child's needs.
- The Local Authority will consult with the school to determine whether the school can meet the child's needs.
- The school will invite the family to visit the school and speak with the SENCo. We strongly encourage this visit as it will allow us the opportunity to meet and discuss any questions and concerns you want to address. In addition, it will allow you to determine whether we are the appropriate school for your child. The process will therefore allow you to make an informed decision.

Transition Arrangements

- The school works closely with local nursery providers/Early Years team and high schools to ensure a smooth transition. Where appropriate the Headteacher /SENCO, Foundation Stage staff/Yr 6 staff members attend transition meetings. This year, children visited their new high schools. SENCO and class teachers arranged additional transition meetings where appropriate to ensure a smooth transition into their relevant school.
- SENCO attended a transition event with SENCO's from all local high schools
- School facilitated sessions for the new to reception children, providing opportunity for the children to meet the staff prior to their start in school. Class teacher undertook additional visits to nurseries.

Staff Development 2023/24

- 2 x TA received PECS training
- 2 members of staff attended a training programme provided by the local Speech and Language Team – social stories
- 4 members of staff received training with ‘Attention for Learning’ intervention
- 1 member of staff received support with “Getting Connected” intervention
- All teaching staff have been involved in regular meetings to discuss SEN provision and appropriate intervention programmes.
- All staff received CPD around supporting children with neurodiversity from the PINS project. This involved a series of staff meetings which focussed on: *Communication friendly classrooms, Understanding how to meet the needs of neurodiverse children, Autism in Girls, Sensory Support, ADHD Training*
- 2 members of staff received training in delivering Sensory Circuits Intervention
- 2 members of staff were trained in using an AAC device

Supporting Pupils and Families

Tockholes were part of a PINS (Partnerships for Inclusion of Neurodiversity In Schools Project delivered by the Lancashire and South Cumbria NHS Foundation Trust. As part of this project our parents were invited to attend 3 coffee mornings in school with a member of the PINS team to discuss ways of looking at how schools and parents can work together to improve things for neurodivergent families.

Information linked to events that are offered from within the local area are shared with parents via our Class Dojo page. In the last academic year information was provided linked to:

Learning Disability Health Day

Incredible Years Programme

SEND Youth Forum

Local Authority SEND Newsletters

Sleep Session workshops for children with ADHD tendencies

ASD A

SEND Inclusion Day

Autism Awareness Service

Local Offer

At St Stephen’s Tockholes we have a ‘Local Offer’ which provides information about the provision we offer children who have SEND. This is available for parents and pupils on the school website.

Blackburn with Darwen Borough Council also has a ‘Local Offer’ which can be found at

<https://www.bwd-localoffer.org.uk/kb5/blackburn/directory/localoffer.page>

Complaints

The complaints procedure for SEND mirrors the school’s other complaints procedures, which can be found on the school website.

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENCO/ Head Teacher should be brought into the discussion process. If concerns cannot be resolved at this level they should be put in writing to the SEND Governor. Parents will be made aware of the Parent Partnership Service run by Blackburn with Darwen.