



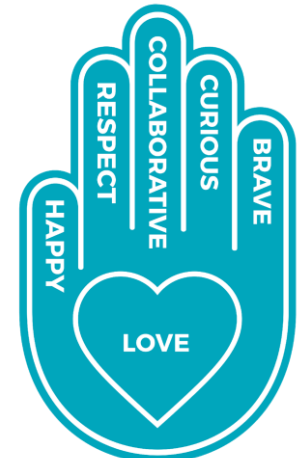
Steyning Church of England Primary School

Special Support Centre (SSC)

Prospectus 2026



OFSTED 2018 “Pupils in the specialist support centre make high levels of progress in their learning and in their social and emotional skills. Pupils within the specialist support base regularly work in the main school, providing them with increased opportunities for social interactions and allowing them to make invaluable friendships. Clear structures for tracking pupils’ achievements and personalised learning opportunities allow these pupils to make good progress..”



“Do Everything in Love; we do our best in all we do and all we say with God’s help.”

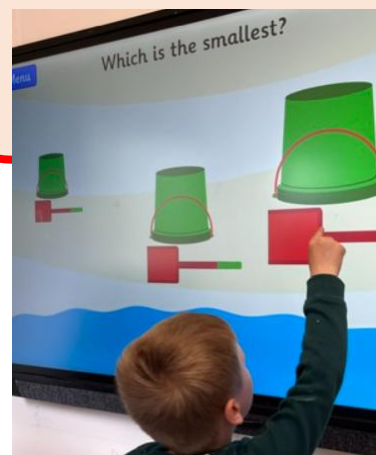
What is the SSC?

Special Support Centres (SSCs) in West Sussex are centres for children with Special Needs, attached to mainstream schools.

Steyning CE Primary School's SSC is called the Otters class and is located within the main building, near to the entrance to the school. It offers specialised provision for children aged between 4 and 11 years of age with speech, language and communication needs within a mainstream Primary school setting, specifically [Developmental Language Disorder](#) (DLD).



The speech and language difficulties of the SSC children are described as specific because many of the children's other skills are age appropriate. Otters class is an integral part of the school, and the SSC children are considered full members of their mainstream class.



SSC staff and mainstream class teachers work closely together to identify and meet each child's needs. Children spend time in the SSC unit and in the mainstream classroom at different points of the school day.



What is the Admission criteria for the SSC?

In order to be considered for entry into our SSC, a child will have a significant Developmental Language Disorder in one or more of the following areas and this will be written as their Primary Need on their EHCP:

- Receptive and/or Expressive language and/or Phonology and articulation
- The children may also show associated specific learning difficulties with literacy and co-ordination difficulties.

The co-ordinated assessment reports should demonstrate that the child has a speech and language disorder as the primary difficulty; that they require intensive therapy and support within a carefully structured environment, and that their non-verbal abilities are within the normal range, unless linked directly to their language difficulties.

For a child to be offered an SSC placement an Education Health Care Needs assessment must have been completed and the child must have an Education, Health Care Plan (EHCP). Responsibility for allocating places lies with the Local Authority (LA) who take the advice of relevant professionals via the coordinated assessment procedure. This advice includes assessment and reports from the Educational Psychologist, Speech and Language Therapist and teachers who are involved with the child.

A place is offered in the SSC if the child meets the criteria, if parents and Local Authority think the placement would be appropriate and if space in the relevant year group is available.

Some of the children who attend our SSC live a considerable distance from the school and are therefore transported to and from school by minibus or taxi provided by the local authority.



What kind of Speech and Language Difficulties might an SSC child have?

Children admitted to the SSC have not progressed through the usual developmental stages in their acquisition of language. Children may have difficulties in understanding language (receptive language), or in speaking (expressive language), or both. The child's difficulties may fall in one or more of the following areas:

Phonological difficulties: difficulty 'sorting out' sounds heard and producing them correctly. It may be difficult to understand the speech of a child with phonological difficulties.

Syntactic difficulties: difficulty in understanding or producing correct grammar. A child with syntactic difficulties may not understand sentences unless they are short and simple or may produce sentences that sound muddled with words missing or incorrectly ordered.

Semantic difficulties: difficulty with meaning in language. A child with semantic difficulties may have difficulty learning concepts such as 'long/short' or 'behind/ in front' and may confuse words such as lion and tiger or have a limited vocabulary.

Pragmatic difficulties: difficulty using language in a socially appropriate way. A child with pragmatic difficulties might repeat a question instead of answering it; might respond to language too literally; find it difficult to establish eye contact; or may not be able to sustain a conversation.

A child in the SSC may also have less severe associated difficulties, such as difficulty with jumping or skipping (gross motor skills); poor fine motor skills such as using pencils or scissors; or poor attention and concentration. In many cases, difficulties in spoken language will also be reflected in written language and intensive support for literacy may be needed.



What are the aims and values of the SSC at Steyning CE Primary?

Our vision at Steyning CE Primary School is to value every child as a unique individual with diverse interests, abilities and needs. We are committed to giving all children every opportunity to achieve highly and to do the best that they can including those with specific speech and language difficulties.

Whilst in the SSC, we aim ...

To improve receptive and expressive language skills

To improve fluency and speech production

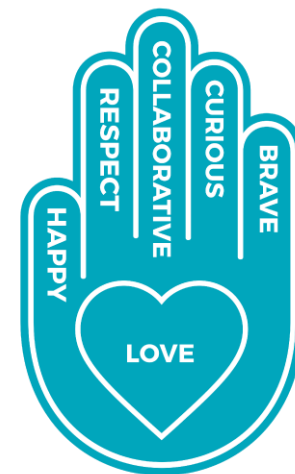
To improve social skills and interaction with others

To improve listening, attention and memory skills

To improve literacy and numeracy skills

To enable SSC pupils to access the mainstream curriculum with appropriate levels of support

To enable all SSC children to take part in all aspects of school life



"Do Everything in Love; we do our best in all we do and all we say with God's help."

How are the children taught?

Each child has a timetable of support, tailored to their individual needs. The Teacher in Charge of the SSC (TiC), the SSC Learning Support Assistants, and the Speech Therapist will be involved in delivering this support.

The timetable will vary from child to child and lesson to lesson, but will be balanced between:

- Independent work in class.
- Supported class work.
- Supported small group work in class.
- Structured group work, paired or individual work with the learning focus on specific aspects of the curriculum.
- Structured individual or small group work with the focus on specific language skills.

The support can change according to the current needs of the child.



How do you plan and assess individual children's progress?

The EHCP and reports from professionals provide us with the desired outcomes for the child, and this in turn will help us set learning objectives that the child should be working on to progress. These objectives are broken down into smaller targets and incorporated into the child's ISP (Individual Support Plan). The support plan is reviewed at least twice a year and new targets set. The targets in the ISPs will be small, achievable steps to address the outcomes as set out in the EHCP.

The Speech and Language Therapist also meets with the Teacher in Charge of the SSC and Learning Support Assistants. They deliver programmes of therapy on a weekly basis and discuss individual children's progress.

Plan, Do, Review: Cycles of Support

Staff targets must relate to my specific areas of need. Goals for the achievement of my targets and areas for development, strategies and support may be identified using the () and must be consistently implemented over time before impact is evaluated.

My Termly Support Plans			
Pupil Name: XXXXXX	Date: 4.10.21	Plan number: 1	
Termly targets, based on my areas of need	Strategies and support in place	Area of need relating to target	Review date
My Target is: I will be able to say 'Mummy' without adult support in structured activities when I am 1;2.3.4.5.6.7.8.9.10	2 x SALT sessions a week 1:1 2 x SSC TA SALT sessions a week 1:1	Communication and Language	Feb 25
My Target is: I will use 'p' words using identified strategies, 75% of the time in structured activities when I am 1;2.3.4.5.6.7.8.9.10	2 x SALT sessions a week 1:1 2 x SSC TA SALT sessions a week 1:1	Communication and Language	Feb 25
My Target is: I will re-read my sentences and identify the errors and know how to correct 80% of the time when I am 1;2.3.4.5.6.7.8.9.10	5 x week literacy sessions on chrome book with support Class support in one one sentence writing lessons	Cognition and Learning	Feb 25

Individual Support Plan (ISP)

Name of child / young person	XXXXXXXX
Date of birth	4.8.24
Name of school / setting	Steyning CE Primary School

This form should be completed over time to provide a record of the support that has been put in place and the difference it has made to the child or young person. This record should become part of the child or young person's education records and accompany them as they progress through their education pathway as they move between classes and education schools and settings.

This document is designed to be completed by teachers and support staff in the first instance, if a child or young person's progress causes concern and they require regular support that is beyond quality first teaching, different from and/or additional to that accessed by their peers.

Pupils with complex needs may require additional sheets from the annex of further information, to be completed alongside the SENCo (if/when necessary). This may be required if the child or young person continues to require additional support that is significantly different from and/or additional to that accessed by their peers.

Information for professionals: the target setting sheet must be copied and pasted for further cycles of Plan, Do and Review as needed. There is no minimum or maximum number of cycles of targeted support that a child or young person may require - decision making must be person-centred.

Each year an Annual Review will take place when all interested parties are invited to discuss the progress made over the year and new outcomes set for the forthcoming year. Subsequent support plans are then linked to these outcomes.

The outcomes set out in the support plans are monitored regularly and all staff engaged with the child will identify areas of success and specific difficulties. This enables the planning of support to be most effective. Evidence of work is kept. The SSC staff meet on a weekly basis to plan strategies to help support each child.



What does the daily routine for an SSC child look like?

Most children in the SSC travel to and from school by taxi arriving at 8.30am. If your child does not come by taxi they can still arrive at 8.30 but must be in school by the time that is allocated to their year group, e.g. in Year R at 8.45. All SSC children come into school via the main entrance and then into the SSC. This gives the SSC staff time to read the home contact books to ensure that any difficulties can be dealt with rapidly. It is also a good meeting point for the children.

From 8.30am until school begins at 8.45am there are a variety of early morning activities that involve all the children in the SSC these include reading, Jump Ahead (gross and fine motor skills activities), maths reinforcement and supporting social communication skills.

Following the early morning activities, the day is individually planned for each child. Children spend differing amounts of time in the SSC and in their classes. For instance: the children might join their class with their support staff, or be withdrawn for Literacy, Numeracy, skills work or support plan target programmes. At other times the children will remain class based to work without support on activities that are appropriate to their needs.

At the end of the day the Reception age children and the children who go home in taxis return to the SSC to collect their coats and book bags. This is an opportunity for the support staff to give 'reminders' to the children and to ensure that everything that needs to go home is sent home.

We use 'Communicate in Print' visuals to support SSC children with their daily timetables.



How does the SSC foster links with parents and carers?

We want to foster an atmosphere of trust and co-operation with our children's families and to do this close contact between SSC staff and parents is vital. As many of the children in the SSC come to school by taxi there is little opportunity for teacher-parent contact before or after school, therefore day to day liaison is maintained through a [home-school communication book](#) or [via email](#) and phone calls. The book goes home every afternoon and needs to be returned every morning. The book is a log of communication between parents and the SSC and is designed to support the communication that already exists between school and home.

Parents are encouraged to respond to any questions or requests and to let us know of any interesting events at home, or anything of significance that has happened that they think we should know. Often this enables us to generate conversations with the children. Weekend news for the younger children is particularly interesting as it can form the basis of the speaking and listening within their social time.

There are twice yearly parent consultation meetings with the SSC, and mainstream teacher and parents meet formally with teaching staff for their child's Annual Review.

As in the mainstream school we have an open-door policy which means any parents of prospective and current pupils are always welcome to visit if any specific anxieties or pressing matters arise. Alternatively, they can phone the school and leave a message with the office staff, and we will try and get back to you at the earliest opportunity.



What does the SSC at Steyning CE Primary school offer to my child?

- Highly skilled, experienced, friendly, caring staff
- High adult to child ratios
- Adapted teaching for Literacy lessons
- Speech and language Therapy- each child has individual targets set, these are worked on in class, in the SSC and in direct therapy S+L sessions provided by the NHS speech and language service
- Visual support - children with language difficulties often benefit from visual support to help them to understand. We use various methods including Communicate in Print and cued articulation to help them make sense of the language being used
- Small group support when children are integrating in their mainstream class
- An attractive 'light & bright' learning base which has varied and exciting resources
- Through the usual referral processes we have access to a multi-disciplinary team, including Educational Psychologists, Language & Learning support professionals, Educational Welfare Officer, Physical and Sensory support service, Occupational Therapy service, Child and Mental Health Service (CAHMS) and Speech and Language Therapy service



How will you support my child when they are ready to move on from the SSC?

- Children remain in the SSC for as long as their Primary need remains as Speech Disorder and for as long as is thought necessary and appropriate by professionals, parents and school staff including the Headteacher and sometimes the Governors.
- The Annual Review is the official forum for discussing future provision: however, parents are encouraged to discuss their concerns at any time.
- When your child is due to move on to another school, we will work together to help you decide the most appropriate provision for your child.
- A child may move on to:
 - Their local Primary or Secondary mainstream school with or without support depending on their needs
 - A special school
 - A school with an SSC with an alternative designation, e.g. an SSC for children with social communication needs
 - Transition is carefully prepared for and staff from the new provision are invited to attend the Annual Review.



To all of the staff at SPS and the speech and language unit -
I just wanted to send a message to say thank you for everything you've done for Harry. Thinking back to when he first started in the Speech & Language unit, he was such a quiet little boy who needed help finding his confidence and his voice. It was a big step for him, and for me, and you made it feel safe from day one.
It honestly means so much. He looks happy, confident, and proud of himself, and that's because of the support, patience, and care you've given him throughout his time with you.
You've helped him grow in ways I'll never forget. His speech, his self-belief, the way he joins in and shines, it's all down to the work you've put into him. I'm incredibly proud of him, and incredibly grateful to all of you. 🧡



How can I help my child at home?

We want to offer your child as much support as we can during their time in the SSC. To do this, it is important that we all work together so that they can reach their full potential.

Here are some ways that you can help your child benefit fully from their time in the SSC:

- Contact us immediately to discuss any concerns you might have, but we want to hear about successes too!
- Check your child's book bag and home-school link book EVERY day
- Attend your child's Annual Review and parents' evenings
- Check that your child has the right equipment in school e.g. PE kit, reading books etc
- Support your child's language skills by working on any speech and language therapy activities that we send home - children need a lot of practise to consolidate their learning.
- Read your child's reading book with them and listen to them read to you too.



Don't forget
parents
evening!



Meet the team...



Ann-Marie Allen
SSC Teacher in Charge



Jacqui Gould
SSC HLTA



Louise Rolfe
SSC LSA



Nicky Parkin
Assistant Head
and Head of
Inclusion



Amber Gallacher
S&L Therapist



  
Welcome to Otters Class

        + 
We use Communication in Print to help with our Language and Literacy.

   
These are our school values.


LOVE




HAPPY




RESPECT




COLLABORATIVE




CURIOUS

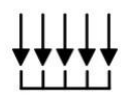



BRAVE




We


do


everything

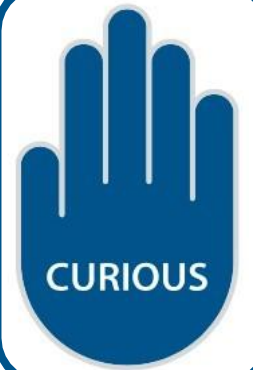

in love


in


our


school.

How can I contact the SSC staff?



By phone:

We may phone you to clarify some information, keep you up to date with any issues that might be of interest or to ask for additional information; alternatively, we can keep in touch by email. Whenever you need to speak to us, ring the school office who will put your call through directly to the SSC. There is an answer phone, so if there is no-one available, your call will be returned as soon as possible.

Telephone:

Main School: 01903 813420



By email:

Please email the teachers in charge of the SSC directly via their email addresses or via the school office:

e-mail: office@steyningprimary.org.uk

In Person:

If you wish to speak directly to the Teacher in Charge of the SSC, it is best to make an appointment. If you wish to speak to the Speech and Language Therapist, please phone the school to set up an appointment.



Further Contact Details:

Steyning C.E. Primary School Special Support Centre (SSC)

For Children with Specific Speech and Language Needs

Shooting Field,

Steyning,

West Sussex,

BN44 3RQ

Headteacher: Mr Simon Phipps



Telephone number: **01403 229900**

Email address:

WSChildrenservices@westsussex.gov.uk

The West Sussex Local Authority Local Offer, which signposts to many support agencies and has information about children with disabilities and special educational needs is accessible at this address:

<https://westsussex.local-offer.org/>

Local Offer



West Sussex SEND Information, Advice and Support Service (SENDIAS) will provide impartial advice and information and will help you communicate with the school and local authority where necessary.

Contact details:

Email: send.ias@westsussex.gov.uk

Helpline: 03302 228 555 - Monday to Friday

