



**Special Educational Needs
and Disabilities (SEND)
Information Report
2016-17**

What is meant by “Special Educational Needs and Disabilities?” (SEND)

A child or young person (CYP) has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A CYP is considered to have a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of others of the same age.

or

- Have a disability which prevents or hinders them from making use of educational facilities of a kind general provided for others of the same age.

(Code of Practice 2014)

Standlake CE Primary School provides for children and young people with a wide range of special educational needs including those with:

- **Communication and interaction needs;** this includes children who have speech language and communication difficulties including autistic spectrum conditions.
- **Cognition and Learning needs;** this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- **Social, Emotional and Mental Health needs**
- **Sensory and/or Physical needs;** this includes children who have visual or hearing needs, or a physical disability that affects their learning

Our special educational needs co-ordinator (SENCo) is: Mr Andrew Denham
He can be contacted on: 01865 300454 or office.3127@standlake.oxon.sch.uk

Our governor with responsibility for SEN is: Mrs Nichola Stretton;
nstre6261@standlake.oxon.sch.uk

Aims:

At Standlake CE Primary School we believe that high quality teaching that is appropriately differentiated for individual pupils is the first step in responding to possible special educational needs. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop their full potential.

Progress for all pupils is reviewed every term using a variety of assessments and this data is analysed by the class teachers, Head teacher and Senior Leadership Team (SMT). The rates of progress are monitored and those pupils not making expected progress are identified. Strategies will be put in place for the identified pupils to reach their expected outcomes.

How do we identify and assess children and young people with SEN?

Pupil monitoring takes place each term to review progress and attainment of all children. Children that are identified as not making expected progress or are below age related expectations are discussed in further detail and consideration is given to whether there are any additional needs that they may have. The school may then use Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'.

The guidance sets out:

- How we identify if a child or young person has a special educational need.
- How we assess children and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs
- How we review progress and agree outcomes and involve you and your child in this.

Click here to read it:

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>

Additional assessments can be carried out within the school by the SENCO. These include:

- British Picture Vocabulary Scale (BPVS)
- Comprehensive Test of Phonological Processing (CTOPP2)

Discussions will then held between the Class teacher, Special Educational Needs Co-ordinator (SENCo) and parents to consider if it was necessary for the child to be categorised as requiring SEND Support. This means that a child may benefit from specific support within the school or from an external agency. They will be placed on the school's SEND register, which is monitored centrally by the local authority.

How do we work with parents and children/young people?

We work closely with children and young people with SEN and their parents to agree outcomes and how we will all work towards these, and then to review progress. We do this by termly (Autumn, Spring and Summer) meetings to review the child's Pupil Profiles and parent evening meetings.

What support is available for a child with identified SEND?

This will vary depending on the child's needs, but could include:

- Use of individual, pair and small group activities to teach specific skills or reinforce classroom learning.
- Access to suitable individual or small group intervention programmes.
- Models, images and multisensory resources to promote understanding.
- Any adaptations needed to the physical environment to help with access to learning.

What specific resources does this school offer?

Communication and Interaction

- Spirals programme (language and social skills group)
- Language for Thinking (verbal reasoning)
- Individual social stories

Cognition and Learning

Literacy:

- Toe by Toe (individual phonics)
- Accelerate/Acceleratewrite
- Precision teaching (individual word reading)
- Write From the Start (Handwriting Programme)
- Fresh Start (Read, Write Inc)

Mathematics:

- Numicon
- Wave 3 Maths Programme
- Catch Up Maths

Social, Emotional and Mental Health:

- Individual behaviour plan or pastoral support plan
- Individual risk assessments
- Planning for transition times
- Individual visual timetables
- Social Stories/Social Skills sessions

Sensory and/or Physical

- Building fully accessible via ramps and disabled doors
- Adaptation of resources or tasks as needed
- Start Write: Handwriting/Motor Skill programme

What specialist expertise does the school have access to?

There are members of staff within the school who have specific expertise in SEND and who are trained to support children and deliver particular intervention programmes.

Additionally the school is able to draw on the services of a range of external professionals including:

- Inclusion Consultant:
- Educational Psychologist
- Behaviour Support team (*BST*)
- Special Educational Needs Support Service (SENSS).
- The Integrated Therapies Team.
- SEN ICT. An Augmentative and Alternative Communication Team.
- School Health Nurse
- PCAMHS (*Primary Child and Adolescent Mental Health Service*)
- MASH (early intervention team / social services)

Both the school and parents/carers can access a wider array of services by searching through the Local Authority's **Local Offer**. Please follow the web links at the end of this document to access information and support from the local authority.

How are pupils with SEND helped to access activities outside of the classroom?

All pupils are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what will happen.

How is a pupil with SEND monitored to ensure they are making progress?

All pupils on the SEN register will have an individual Pupil Profile that clearly states strengths and weaknesses and the relevant strategies and interventions needed to work towards achieving personal outcomes. These Pupil Profiles are reviewed and updated with parents and pupils three times a year and the rates of progress made will inform what the next steps will be in their learning.

Pupils with statements or Education Health Care Plans (EHCP) have an annual review where progress is discussed and targets set. Written reports are provided for this meeting and copies are sent onto the Local Authority.

The school also monitors the equality and effectiveness of individual and group interventions by scrutinising practice through lesson observations and through monitoring of intervention sessions. The SENCo keeps a record of all provision which pupils are accessing in a School Provision Plan. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of the children are met and resources are deployed as effectively as possible. The effectiveness of the intervention programmes is monitored by assessing their impact. Intervention programmes are continually under review.

The school will seek external support/advice for children continuing to experience significant difficulty, this may involve an application for an EHCP assessment.

Governors are provided with attainment and progress information of all pupils with a focus on SEND pupils. The SENCo prepares a report which goes out to all members of the school community which details progress and attainment over the course of each academic year.

Who is responsible for SEND in the school?

Class teachers are responsible for the learning of all children in their class including pupils with SEND. Teachers are skilled at adapting and differentiating the curriculum to take account of individual needs. Teachers are able to take into account different learning styles and use them to ensure all learners are able to access the curriculum. Grouping arrangements are organised carefully to maximise learning opportunities for all. Additional adults within the class may be used to support groups but independence is encouraged.

Where appropriate, children may work with a teaching assistant on an intervention which may reinforce learning or provide opportunity to develop certain skills. Teaching assistants are directed by either the Class teacher or SENCo. The SENCo works closely with the class teacher/SMT to manage and monitor provision with SEND.

The SENCo is Mr Andrew Denham.

The school governor with responsibility for SEND is Nichola Stretton. The SEND governor regularly meets with the SENCo and reports back to the full governing body.

If I have a concern regarding SEND, who do I go to?

In the first instance it is always best to discuss any concerns you have about your child with their class teacher. It may be that the class teacher will consult with the SENCo and a meeting will be held to discuss a particular child. Parents are free to contact the SENCo at any time to discuss any issues or concerns that they may have.

What is an Education, Health and Care Plan (EHCP)?

Statements of SEND are being replaced with a single "Education, Health and Care Plan" for children and young people with the most complex needs from September 2014. The creation and delivery of an EHCP will be led by the Local Authority, with schools developing and reviewing plans and provision with parents.

Children with existing Statements will transfer to the new system within three years and this transfer will normally happen within a "transition review" such as at the end of Year 6, ready for secondary school. Any child with a Statement who is in Year 6 in the academic year 2014-15 will need to transfer to an EHCP during this academic year.

Access Arrangements for pupils with SEND

The SENCo may assess particular children if it felt that they may qualify for additional time in their Year 6 tests.

Some pupils for statutory tests (Year 2 and 6) access them in a smaller environment and support for reading in tests or writing for pupils may be requested (as appropriate and complying with test guidelines).

The school adheres to the current access arrangements for Key Stage 1 and 2 statutory tests.

Transition:

Early Years Transition

The SENCo/Head of Foundation/Class teacher will attend transition meetings for pupils with SEND making the transition from pre-school/nursery to reception. The class teacher will visit the child in their early years setting. Parents are invited to attend a pre-admission meeting.

Moving on from Year 6

There are three transitional days over the course of the year for Year 6 to attend their feeder secondary school (Bartholomew).

Additional visits to the secondary school may be arranged for identified pupils if necessary.

Key staff from secondary school will visit children in Year 6. In addition the SENCo attends end of year pupil profile meetings to meet parents of children with SEND, introduce themselves to the pupils and have a handover of paperwork/needs.

The SENCo has a planned transition intervention which can be implemented with a group of pupils if felt necessary.

Moving Schools;

If your child is moving to another school we will:

- Contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- Make sure that all records about your child are passed on as soon as possible.
- Make a transition book/social story for them if we feel it will help to prepare a one page profile for the new school.

If your child joins us from another school we will:

- Contact the school SENCo to find out any special arrangements or support that needs to be made for your child.
- Meet with parents to discuss any concerns and plan any support.

Moving Classes:

- A hand over meeting will take place between the present and the new teacher.
- Transition visits to new classes are planned in the second half of the summer term. Identified pupils may have a number of additional visits to the new class.
- Social stories and transition books for children who may benefit.
- Curriculum overviews are provided at the beginning of term which provides information about arrangements for such things as homework, the curriculum topics and reading expectations.

Related Policies:

SEND Policy

Behaviour Policy

Equality Policy (Includes Access Plan)

Useful web links

Oxfordshire County Council's guidance "Identifying and supporting Special Educational Needs in Oxfordshire schools and settings" may be found at:

[https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducati
onandfamilies/](https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducati
onandfamilies/)

[educationandlearning/specialeducational/SEND/CompilationFoundationYearsandPrimary.
pdf](https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducati
onandfamilies/educationandlearning/specialeducational/SEND/CompilationFoundationYearsandPrimary.
pdf)

Oxfordshire's Local Offer contains lots of information for parents. Can be found at:

<https://www.oxfordshire.gov.uk/cms/taxonomy/term/278>

For information about a range of specialist support services go to the Oxfordshire County Council SEN web pages at:

<https://www.oxfordshire.gov.uk/cms/public-site/support-services-sen>

If you'd like to know more about opportunities for children and young people with SEN and their families, support groups or information about SEN these are listed in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

If you'd like impartial advice from Oxfordshire's Parent Partnership Service contact:

<https://www.oxfordshire.gov.uk/cms/content/contact-parent-partnership>

Information prepared November 2016