

This report sets out information about the way in which Standlake School meets the provision for children with special education needs and disabilities (SEND)

About our School

At Standlake CofE Primary School we recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential. We recognise that children are individuals, that each one has needs special to him or her. The school provides for children with a wide range of special educational needs:

- **Communication and Interaction needs;** this includes children who have speech language and communication difficulties including autistic spectrum conditions
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- **Cognition and Learning needs;** this includes children who have learning difficulties and specific learning difficulties such as;
Dyspraxia - sensory processing difficulties children have when they struggle to plan and organise their movements.
Dyscalculia - difficulty learning or comprehending arithmetic, performing mathematical calculations and learning facts in mathematics.
Dyslexia - affects a child's ability to read, spell, write and speak
- **Social, Emotional and Mental Health needs;** this includes children who may have behaviour difficulties relating to emotional conditions such as anxiety or depression
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- **Sensory and/or Physical needs;** this includes children who have visual or hearing needs, or a physical disability that affects their learning.
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Currently (September 2021) we have 12 children on the school's SEND Register from Reception - Year 6. Children who are on the SEND register have been identified as needing additional support. We have one child who has an Educational Health Care Plan (EHCP) and school are currently in the process of applying for another EHCP.

Cognition and learning	Communication and Interaction	Social, Emotional and Mental Health	Hearing Impairment	Visual Impairment	Physical Disability	Total
8	2	2				12

At Standlake we aim to:

- ensure that our curriculum is responsive to all children whatever their individual need
- promote positive attitudes and individual confidence, ensuring all children experience success identify, assess, record and regularly review pupils' special educational needs.
- encourage parents/guardians to be involved in planning and supporting at all stages of their child's development.
- make effective use of support services.

As a school with a strong Christian ethos, we acknowledge and celebrate the fact that each child is unique and is a valued part of our school community.

The Local Offer

The Local Offer should set out the type of provision the Local Authority expects schools to be making from within their own resources. It includes information about provision available for children and young people with SEN and/or Disabilities across Education, Social Care and Health.

The Oxfordshire County Council Local Offer for Children with SEN and disabilities can be found at:

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

Information and Points of Contact

Who should I contact to discuss the concerns or needs of my child?

Standlake School is committed to working in partnership with parents and will listen to any concerns parents may wish to raise. Please contact the school to arrange a meeting.

- Class Teacher - is the first point of contact. They monitor the progress of each child and liaise with key staff about interventions needed.
- SENCo - Ellie Pascoe
- Deputy head teacher - Stacey Conroy
- Head - Andrew Denham
- SEN Governor - Karen Armeanu



Our special educational needs coordinator (SENCo) is a qualified teacher and is studying towards the National Award for SENCos. She works closely with the Head teacher to oversee the provision and monitoring of children's learning and progress throughout the school and to support the families of those children with special educational needs. The SENCo can be contacted by contacting the school office:

Tel: 01865 300454

Email: office.3127@standlake.oxon.sch.uk

The SEN Policy can be found on the school's website.

Assessment, Planning and Review for Progress

How do we identify and give extra help to children with SEN?

The school uses the 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 process.
- The school identifies the needs of SEN pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.



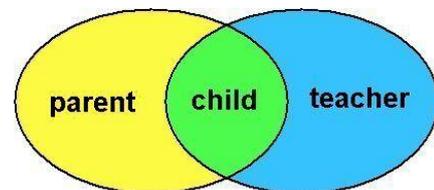
How do we work with parents and children/young people? How will I be kept informed about how well my child is doing? How regularly will I be updated on my child's progress?

Will I know if my child is not making progress and what will happen?

The partnership between school and home is important to us at Standlake School We will always contact parents if we have a concern that a child or young person may have a special educational need. We work closely with children with SEN and their families to agree outcomes and to plan how we will all work together towards these and then to review progress.

This communication happens in a variety of ways:

- Each child has a Pupil Profile which outlines their strengths, what they need help with and any support, strategies and interventions used to support the child's learning. These Pupil Profiles are compiled in conjunction with parents.
- Review meetings are held between the parents and class teacher at the end of terms 2,4 and 6 to review the Pupil Profile and to discuss the child's progress, attainment and any other issues
- Parents evenings are held twice a year
- Parents are always able to speak to the class teacher regarding any concerns
- An annual report to parents/carers is written by the class teacher which details the achievements, strengths and areas of development in the different curriculum areas.
- The school will seek external support/advice for children continuing to experience significant difficulty - this may involve an application for an Education Health and Care Plan assessment.
- School staff may informally discuss progress with parents/carers as needed.
- Children with EHC Plans have an annual review, where progress is discussed and targets set. Written reports are provided and sent out in advance. Children are invited to contribute to this review.
- The targets of children with EHC Plans are reviewed termly and a written report is sent to parents.



- Appointments can be made to see the SENCo by phoning the school office.

How does the school know how well my child is doing?

- Class teachers attend a pupil progress meeting each term, with the Head teacher, to discuss the progress of each pupil. The rates of progress are monitored and those pupils not making the expected rate of progress are identified. Strategies will be put in place in order for the identified pupils to reach their expected outcomes.
- Ongoing teacher assessment strategies are used to determine progress and attainment.
- Regular review meetings are held with the class teacher and SENCo to track progress towards outcomes and evaluate interventions.
- Governors are provided with attainment and progress information. They act as 'critical friends' and challenge staff to use their best endeavours to raise standards further.



Curriculum and Teaching Methods (including groupings / interventions)

What is the curriculum and how is it taught? How will the curriculum be adapted to meet the needs of my child? How flexible can teachers be in meeting the needs of my child?

Is there any additional support available to help my child reach his/her expected outcomes?

- The National Curriculum is an entitlement for all children.
- Class teachers are responsible for the learning of all children in their class and they ensure all children receive Quality First Teaching.
- Teachers are skilled at adapting and differentiating the curriculum to take account of individual pupil needs.
- Teachers are able to take into account different learning styles and use them to ensure they meet the needs of all the children in their class.
- First hand experiences through visits are explored when topics are planned.
- Grouping arrangements are organised carefully to maximise learning opportunities for all.

- Additional adults may be used to support groups but independence is encouraged.
- Children may be identified as benefitting from intervention programmes. Progress within these programmes is carefully monitored.
- A range of intervention programmes in the areas of literacy, numeracy, language, social, emotional, and motor skills are available to support individuals and groups and there are staff trained to deliver them. The use of intervention programmes complements the Quality First Teaching that all children receive.
- The effectiveness of the intervention programmes is monitored by assessing their impact. The intervention a child completes is kept under review to ensure it is helping the child in their learning.
- Advice from educational agencies such as Special Education Needs Support Service, Educational Psychologists, Speech, Language and Communication Service, Behaviour Support and health agencies such as Speech and Language Therapy, Occupational Therapy and CAMHS may be sought.

Access to Learning and the Curriculum

Are there any special features or strategies to help children learn? How do I know my child's particular need will be met?

- Children are involved in their own learning and are able to feed into the topic.
- Children are aware of their targets and next steps. They receive feedback on progress towards targets through discussions with teachers and diagnostic marking. Self-evaluation is also encouraged.
- Daily phonics lesson, using 'Letters and Sounds' across Early Years Foundation Stage and Key Stage 1.
- Reading, Writing and Numeracy targeted interventions
- Fine and Gross motor skills interventions such as Dough Disco and Write from the Start
- Language and vocabulary development interventions such as Talk Boost and Language for thinking.
- Lessons are differentiated to meet the needs of all learners.
- Learning walls in classrooms support the learning of literacy and maths.
- ICT is used to support learning, including computer programmes such as RM Maths.



- Some classes/identified pupils may be allocated support staff and have access to guided group work.
- External agencies can provide advice and may offer individual or group tuition depending on a pupil's individual need.
- All classes have a visual timetable on display which details the daily planned activities. Some pupils have their own visual timetable.
- The school's physical environment is accessible to all learners, including those with disabilities.
- Reasonable adjustments are made to help pupils to learn. For example, some pupils may use special equipment such as pencils grips, sound amplification systems and sloped writing desks.
- Children may be identified as benefitting from social skills groups.

Tests and Assessments, Access Arrangements

What arrangements are available for pupils to access tests and assessments? How will I know if my child qualifies for additional support or time to access tests?

- Year 6 pupils may be assessed to determine whether individuals may qualify for additional time.
- Some pupils for statutory tests (Year 2 and 6) access them in a smaller environment and support for reading tests or writing for pupils may be requested, as appropriate and to comply with test guidelines.
- School adheres to current access arrangements for Key Stage 1 and 2 statutory tests.
- Class teachers will inform parents/carers whether their child qualifies for additional support or time to access tests.
- Booster and target groups are run throughout the school year.

Social and Emotional Support

How does the school help my child to feel comfortable and safe and manage social situations?

How does the school help develop my child's social and emotional skills?

What is the school's policy on bullying?

All children have the opportunity to share their views through their school council representatives and we encourage all children to talk to their class teacher if they have a problem. The SENCo works closely with children with emotional and behavioural difficulties to enable them to feel safe and supported in the school environment. Bullying is not tolerated and procedures followed can be found in our Behaviour Policy. Below are some of the ways we help to build on your child's social and emotional skills:

- All classes follow a structured PSHE (Personal, Social, Health and Economic education) scheme called Jigsaw. Teachers identify children who would benefit from small/group interventions to develop their social and emotional skills (SEAL groups).
- Groups to develop social skills and/enhance self-esteem.
- Lunchtime and after-school clubs e.g. sports activities and games.
- Additional support for children who are struggling at playtime.
- Home/School liaison.
- Visual timetables/symbols.
- Anti Bullying Policy and procedures - focus on vulnerable groups.
- E-safety and cyber bullying is addressed at an age appropriate level.
- Transition preparation



Accessibility to Premises and Facilities

What facilities are in the school to assist children with disabilities move around the building and take part in lessons? How do I know my child will be able to access all lessons?

- The building and playground are accessible to wheelchair users.
- Disabled toilet.
- Semi-open plan building with classrooms off a central resource area.
- Awareness of sensory issues.
- Reasonable adjustments are made by staff to ensure children with disabilities can access all lessons.
- Trips will be planned taking into account the needs of children with disabilities.
- Transition preparation.

Working with others

Who does the school work with? How does the school work with other agencies? How will I be informed?

The school works with a number of services including:

- Educational Psychology Service
- Learning Support Service
- Sensory Impairment Service
- Behaviour Support Service
- Speech Language and Communication Needs Service
- Speech and Language Service
- SENSS C&I Team
- Special Educational Needs (SEN) Team
- Occupational Therapy
- School Nurse
- Child and Adolescent Mental Health Service (CAMHS)
- Children's Services
- English as an Additional Language Service
- Voluntary services
- The SENCo liaises with class teachers, leadership team, Family Support Worker and parents to prioritise referrals to these services.
- Referrals to services may also come about following pupil review meetings.
- Staff (usually the SENCo or class teacher) discusses the referral to a service with parents/carers.
- Parents views will be sought and they may be invited or can request to meet with the service.
- Reports and recommendations are shared with parents and expected outcomes and strategies to meet those outcomes are planned.

Interventions and Impact

The following are specific interventions in place from September 2021:

Cognition and Learning:

Wave:	Support:
1	QFT: Differentiated I can outcomes, visual aids, modelling, visual timetables, plenaries, TA class support, access to a range of ICT, group work, positive reinforcement, topic word mats, sound and alphabet mats, coloured overlays/rulers, handwriting pens, pencil grips, concrete maths resources(numicon(
2	Maths/Literacy booster groups, Plus 1/Power of 2, Small Assessments with Sandwells/Sandford, Fresh Start, TA support, daily reading with an adult, small group phonic booster, PIXL interventions, ARCH reading,
3	1:1 Phonic support, Toe by Toe, scribe, access arrangements, Talking postcards, Educational Psychologist

Communication and Interaction:

Wave:	Support:
1	QFT: Flexible teaching arrangements, increased visual aids, visual timetables, seating position, chunking of information and instructions, use of a fiddle toy, wobble cushions
2	Class support from TA, Colourful Semantics, Language for thinking, Early Years/KS1 Talkboost intervention, Now/Next boards, Nuffield Early Language Intervention
3	Speech and Language support from SaLT, TA delivering SaLT targeted activities, input from Communications and Interaction Team, social stories, Lego Therapy, Educational Psychologist.

Social Emotional Mental Health (SEMH)

Wave:	Support:
1	QFT: School behaviour policy, Forest School whole class and class reward systems, class rules/expectations, JIGSAW, Star Awards, visual timetables, positive reinforcement, regular communication with parents, fiddle toy, wobble cushion, zones of regulation, pastoral care, E Safety – addressed at an age appropriate level, Positive Behaviour Policy
2	Group reward systems, support for unstructured time, social stories or comic strips
3	Individual behaviour plan or pastoral support plan, Support from the Communication and Interaction Team, 6 stages of Crisis, CAMHS referral, transition support, Lego Therapy, ELSA Support, Educational Psychologist.

Sensory and/or Physical:

Fine motor skills
 Adaptation of resources or tasks as needed
 Writing slopes
 Pencil Grips
 Use of Laptops
 Write from the Start
 Additional seats / wobble cushions
 Occupational Therapy Support

Monitoring intervention impact:

We regularly review our SEND provision by:

- Monitoring by the SENCo, Deputy head and Headteacher
- Capturing Pupil voice via questionnaires
- Reviewing the impact of interventions via assessments
- Tracking progress via provision maps
- Holding 3 yearly pupil reviews

Attendance of SEND Pupils

2019 - 2020	2020-2021
96.7%	94%

Progress of SEND Pupils for 2020 - 2021

	Average point progress	% of children reaching at least 6 steps progress
Reading	5.9	45%
Writing	5.2	36%
Maths	6.1	64%

Attainment of SEND Pupils for 2020 - 2021 (6 steps progress is expected)

	Below ARE	ARE	Above ARE (GD)
Reading	93%	7%	0%
Writing	0%	0%	0%
Maths	86%	14%	0%

Transition - joining and moving on

How will the school help my child settle with confidence and manage change as they move between schools and year groups?

Early Years Transition

- SENCo and class teacher attend transition meetings for pupils with SEN making the transition from pre-school to Nursery or Reception. Class teacher visits child in setting.
- Parents are invited to a pre-admission meeting.

Moving on at Year 6

- Key staff and representatives from the secondary school visit to speak to the Year 6 pupils transferring to their school.
- The SENCo and the Year 6 teacher liaise over the transfer procedure
- All pupils in Year 6 are invited to a familiarisation day at their secondary school. Children are prepared for the visit and given information in advance as necessary.
- Additional visits to the secondary school may be arranged for individuals or groups as needed.
- Transition arrangements are planned at Year 6 Education, Health and Care Plan reviews. Secondary schools are invited to attend.
- SENCO attends Year 6 to Year 7 SEN transfer meeting.
- Use of social stories/transition books/comic strips
- A planned programme of transition, which may include mentoring to help prepare children.
- Class teacher/ SENCo meets with key staff from new school.
- One page profiles/communication passports for identified pupils are written for pupils to share with secondary schools.
- Information transferred in advance of move.

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 have a number of additional visits to the new class.
- Social stories and transition books for children who would benefit.
- Meet the teacher meetings take place early in the autumn term which give a chance for parents to find out about arrangements for such things as homework, the curriculum topics and reading expectations.

Feedback and complaints procedures

At Standlake school we welcome feedback from parents. If a parent or guardian is concerned about SEN provision for their child, initial contact should be made with the class teacher. A meeting will then be arranged with the teacher and SENCo.

In the event of a formal complaint regarding SEN provision, parents/guardians are advised to contact the Head teacher. If this does not lead to a satisfactory resolution parents can follow the EPA complaints policy that is available on the school website. Families can also follow the Oxfordshire complaints policy:

<https://www.oxfordshire.gov.uk/council/about-your-council/have-your-say-about-council-services/complaints-about-oxfordshire-county-council/complaints-about-schools>

Policies

Links:

- SEN policy
- Behaviour policy
- Anti-bullying policy

Author: Ellie Pascoe, SENCO, October 2021

