

Wroxton CE (A) Primary School



SEND Information Report

January 2017

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1. Introduction:

Welcome to our SEND Information Report which forms part of the Oxfordshire County Council Local Offer in accordance with the Special Educational Needs and Disability Code of Practice January 2015. We have a legal duty to publish an information report about the governor's policy for pupils with SEND. The information published will be updated annually. This information report also applies to all learners who are looked after by the local authority and have SEND.

When we talk about 'provision' we mean what we provide in order to meet the needs of a child and help them to progress at school as appropriate for their age.

2. What are special educational needs (SEN)?

At different times in their school journey a child may have a special educational need. The 2014 code of practice defines special educational need as; 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them'.

A child of compulsory school age has a learning difficulty or disability if they:

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- Have a 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 generally provided for others of the same age in a mainstream school or post-16 mainstream institution.

If a learner is identified with SEN we will make provision that is 'additional to' or 'different from' that provided for non-SEN learners (the normal differentiated curriculum), which is intended to overcome any barriers to their learning. This provision may happen in the context of the classroom but is most often supplemented by 1:1 work or small group work.

3. What is a disability?

The Equality Act 2010 gives the following definition of disability:

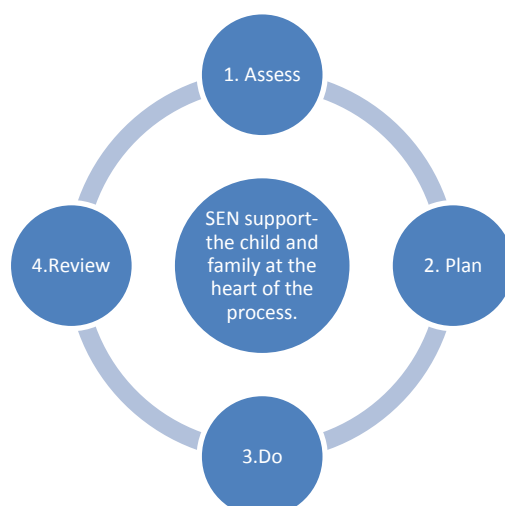
'A person has a disability for the purposes of this Act if they have a physical and mental impairment which has a substantial and adverse long-term effect on their ability to carry out normal day-to-day activities'. This definition of disability includes children and young people with long-term conditions such as asthma, diabetes, epilepsy and cancer.

Children with such conditions do not necessarily have SEN but there is significant overlap between SEN and disability. A child may therefore be covered by both SEN and disability legislation. Learners at Wroxton CE (A) Primary who have a disability but do not have SEN are registered as on our 'additional needs' or 'medical needs' registers.

At Wroxton CE (A) Primary we ensure that curriculum planning intervention and assessment programmes are specifically tailored to the type and extent of the difficulty experienced by a child who has SEND including those with communication and interaction needs, cognition and learning needs, social, emotional and mental health needs and sensory and/or physical needs.

4. What is our approach to teaching learners who have SEND?

We use the 'graduated approach':



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At Wroxton CE (A) Primary we believe in offering a broad and balanced curriculum for all children to participate in. We place children and their families at the centre of what we do.

Our vision is to:

- Inspire all children to reach their full potential
- Foster a sense of hope, aspiration and respect within a nurturing environment inclusive of home, school, the community and the Church.
- Celebrate learning in all its forms within the inclusive culture of our school
- Be as responsive as possible to the diverse backgrounds of our children, their interests, experience, knowledge and skills.

In this context we do our best to encourage and support all children with SEND to take part in whole-school activities during the school day and in extra-curricular activities at the end of the day. This includes a variety of activities;

- Drama, music and sporting events
- Clubs, trips and residentials
- The Warriner Partnership events

We involve parents in how we support their child in such activities in line with the Code of Practice.

We continually focus our efforts on ensuring that teaching and learning are high-quality (Quality First Teaching). We use a range of methods to monitor this; lesson observations, learning walks, work scrutiny, attainment data, case studies/enquiries (tracking one individual experience) and continuous professional development.

For pupils with SEND we consider the graduated 'assess, plan, do, review' approach on a termly (sometimes weekly) basis depending on pupil need.

- The SENCo meets with the class teacher and records these consultations on 'pupil and/or cohort review sheets'. Guidance and advice given is recorded and training needs are identified and met.
- If further referrals need to be made these are identified and actioned. Where necessary we involve specialist support.
- Pupil Profiles and intervention maps are adjusted as we move through the cycle so we can keep in mind how are pupils are progressing and what more we can do to meet their needs and help them achieve.
- The SENCo runs 'SENCo surgeries' on a weekly basis where colleagues can consult to address issues in a timely way.
- There is provision on the staff server to share resources, guidance and advice.
- We refer to the Oxfordshire County Council's guidance; *Identifying and supporting Special Educational Needs in Oxfordshire schools and settings*.

Where necessary we access outside specialist support:

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- We have standing service agreements with the special educational needs service of the local authority to help us meet the requirements of pupils with EHCPs.
- We buy in additional support where needed; we currently employ an Educational Psychologist to help us assess and identify, plan and review, and Play Therapist to meet the needs of pupils with emotional/mental health difficulties.
- We refer to other services as required; SENSS, PCAMhs, CAHMs and Occupational therapists etc
- We refer and work with health, social services and any care bodies as appropriate.
- Within the Warriner Partnership we employ a Home-School Link worker to support parents who feel they need additional support.

We aim to create learning environments that are flexible enough to meet the needs of all members of our school. We regularly monitor pupil progress and teaching staff continually assess progress to ensure that learning is taking place. There are whole-school systems in place to help this; tracking by subject leaders, the senior leadership team, the SENco and moderation through the Warriner partnership networks.

5. How do we identify and assess SEND at Wroxton CE (A) Primary School?

All of our children are assessed when they join our school, typically in the Early Years. We want to get to know them quickly and we need to ensure we address any support needs they have quickly. If we have concerns about a child's development or progress we complete 'First Checks on Teaching' as a starting point, this helps us consider how best to support them and we adjust our teaching and track progress carefully following these adjustments.

If concerns are persistent the Special Educational Needs Coordinator (SENCo) will support the class teacher in identifying barriers to learning. We use a range of assessment tools and packages to identify SEND, here are some examples;

- British Picture Vocabulary Scale (language needs)
- Dyslexia/Dyscalculia screeners
- The Literacy Assessment Pack
- Standardised tests for reading and spelling
- Observation Survey (reading)

These tools are standardised so they compare against a large population of pupils of the same age and they give us an indication and a snapshot of a child's abilities but we are careful to take other factors into account when these are administered.

Together we aim to identify SEND as quickly as possible by talking to parents, through observations, checks on attendance, assessments, written records from other settings and further careful checks on progress. We involve specialist assessors to help us to identify where a child may have developmental needs. Where possible we try to involve the child in expressing their needs and identifying ways in which we can help. We refer to guidance in Development Matters, Universally Speaking and other developmental checklists. We also refer to

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Oxfordshire County Council's guidance, *Identifying and Supporting Special Educational Needs in Oxfordshire schools and settings*. This document also offers guidance on adjustments and planning for SEND.

At Wroxton CE (A) Primary School we are committed to ensuring that we intervene to support all pupils who are vulnerable and at risk of not attaining age related expectations regardless of whether they have an identified SEND. We recognise that children can fall behind their peers for a number of reasons, not just because of SEND, and we intervene quickly.

6. How do we support learners with SEND at Wroxton CE (A) Primary?

- a) Curriculum Access and Inclusion-we encourage all our pupils to take a full and active part in the life and work of the school. For some curriculum areas children are grouped within their class by ability, at other times by mixed ability. We provide a differentiated and where necessary a personalised curriculum. Every teacher is expected to adapt the curriculum to ensure access for every child. Teachers use a variety of methods to adapt (differentiate) the curriculum. These include:
 - The use of IT and alternative technology
 - A variation in the degree of support for an individual learner
 - Targeted use of additional adults
 - Writing frames
 - Breaking tasks into smaller activities
 - Peer support and buddy systems
 - Alternative resources
 - Visual support
 - Simplified language
 - Extension tasks for able learners
 - Rest breaks/additional time/task management cards
- b) The Voice of the Child-we try to involve children in identifying what works for them. We do this by capturing the 'voice of the child' in age appropriate ways and recording their views on their profile or All About Me page. Other ways to encourage them to reflect on their opinions, views and their learning are sought through:
 - Responding to marking commentary
 - Talking about next steps and targets with teachers and peers
 - Providing talk time through pastoral support
 - Promoting reflection through school and class reward systems
 - Being involved with the school council
- c) Activities outside the classroom-we encourage pupils with SEND to access learning outside the classroom through being involved in all trips and activities in line with the Equalities Act 2010. We liaise with parents when planning trips and we complete risk assessments and itineraries to plan their experience. We offer additional support to children who need it for less formal parts of the school day like playtime.
- d) Transition and Communication-at the end of the year teachers meet to share and pass on essential information about pupils. Pupil Profiles are updated. If a child with SEND moves schools in year we liaise

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with the SENCo of the receiving school to ensure they have all that is needed to ensure a smooth transition. SENCos from secondary schools are invited to visit pupils in Year 6 and meetings are held to hand over key information. We also ensure that pupils going off to secondary school have additional visits to the new setting should these be needed (for example to observe a lunch time experience). We prepare photos and story boards to help children remember what has been planned for them.

7. The Local Offer

Oxfordshire's Local Offer contains lots of information for parents. Please click here to see it:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-send>

Our school has contributed to the county's Local Offer through attendance at a training workshop and through trialling of new guidance and systems.

8. How do Teaching Assistants help in our work for pupils with SEND?

We employ a team of teaching assistants to support our work with pupils, all working under the direction of the class teacher and SENCo. First and foremost TAs aim to intervene to support learning within the context of the classroom.

We want pupils to retain ownership of their learning and TAs seek to provide the right amount of support at the right time in a way that encourages independence and ensures that pupils get their full entitlement to Quality First Teaching in class. We work hard to ensure that independence is developed. Where necessary, for example to 'close an attainment gap' or where a personalised approach is needed, TAs will deliver evidence-based and structured interventions. These are chosen to deliberately compliment and extend class based teaching and learning. If these sessions involve removing a child from the class room the sessions are brief (less than 30 minutes), regular and sustained and with very clear objectives. They are research based interventions and are delivered faithfully (as intended by the developer) so that over time accelerated 'close the gap' learning takes place.

9. How do we support pupils with SEND through wider Collaboration

Wroxton CE (A) Primary School is a member of the Warriner Partnership of Schools. This involves a well-established network of 9 other primary schools, the Warriner Secondary School and Swalcliffe Park Trust School (a special school for boys with ASD) all working closely together for the benefit of all pupils.

10. How do we know if the support we offer is effective?

Monitoring teaching, learning and progress is integral in ensuring that our provision is effective. Whole school assessment procedures ensure progress is tracked on a termly basis and review meetings with parents take place three times a year (sometimes more frequently) for pupils with SEND. We follow the graduated approach outlined above and parents/carers and children are involved in the process throughout. Parents, pupils and teachers are encouraged to discuss any concerns in a timely way; they can do this either

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face to face with the teacher, SENCo or Headteacher or by telephone/email if this is more useful to them. This way we have a full picture of their child's needs on an on-going basis and feedback from parents helps us know how effective we are. Parents/carers are involved in consulting with external agencies, permission is always requested and feedback always given. Parents/carers have the right to access records of their child's progress and are encouraged to contribute to these records.

We recommend parents look at useful websites to help them understand all the issues around their child's special educational needs. That way we can more effectively work together to get the right support. Two good examples are such sites as:

Special Needs Jungle at:

<http://tinyurl.com/Special-Needs-Jungle>

And

Special Educational Needs and Disability Information Service (SENDIASS) at:

<http://tinyurl.com/SENDIASS-Contact>

11. What are the other opportunities for learning?

All learners have equal opportunities to access extra-curricular activities at our school. We are committed to ensuring reasonable adjustments are made to ensure participation for all.

12. How do we support transitional steps?

Transitions are part of life for all and include:

- Big transitions-moving school, moving class or moving house.
- Small transitions-changing activity, moving between classes, home to school and vice versa.

As a first step we identify how much more support a child might need through transitions. We plan to ensure that these transitions are a positive experience for them. Some of the ways we do this are by:

- Allocating a key worker to support them
- Providing a visual aid to help them navigate/understand the transition
- Giving them plenty of time to adjust to the transition
- Reducing demand at times of transition
- Providing additional visits to new classes/schools
- Meeting with new teachers so that needs are understood before the child transitions

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Planning to support transition happens from the earliest opportunity, that way parents/carers and staff can work together to build a picture of individual need and create a smooth and positive experience for the child.

13. Contact us and have your say.

Your feedback is important to us. Please contact the Headteacher, your child's teacher, or the SENCo if you have feedback or questions. In this way we can continually develop our policy and this SEND information report to better meet the needs of your child.

Our address is

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Our SEND Governor is Mrs Sue Neale

14. Other useful links.

Family Information Directory:

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

Oxfordshire's Local Offer:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-send>

Information about activities and events for disabled children and those with SEND in Oxfordshire in the Family Information Directory:

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