



School Offer - SEN Information Report – 2017/2018

These pages set out information about our provision for children and young people with special educational needs (SEN). They are updated annually.

About our school

North Hinksey Church of England 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:** this has become an ever-increasing area of need
- **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: Katy Gordon

She can be contacted on: 01865 248626 and if it is not her working day the office will send through an email to enable her to contact you as soon as possible.

Our Governor with responsibility for SEN is: Mrs Rachel Nixon.

Please click through the following link to find our [SEN policy](#).

Please click through the following link to find our [Equality Policy and Plan](#).

How do the school know how well my child is doing? Will I know if my child is not making progress and what will happen?

- Targets are set in reading, writing and maths for each pupil, which are monitored termly.
- Class Teachers attend a pupil progress meeting each term 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.
- Diagnostic marking is used in literacy and maths and provides feedback to pupils.
- Parents are invited to parents' evening regularly to discuss progress, attainment levels and expected outcomes, with the Class Teacher and SENCO if appropriate.
- Parents of children with SEN are invited to review meetings, where appropriate.
- Parents are kept informed about their child's progress at the twice yearly parent's evenings.

- Children with statements or 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 statements or EHC Plans are reviewed termly and a written report is sent to parents.
- 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.
- Additional support may be provided after discussions with key staff, parents/carers, pupil and where relevant, external agency.
- 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.
- 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.
- 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.
- The SEN policy details other assessment opportunities for children with learning disabilities.

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

The school uses 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>

The School’s approach to teaching pupils with SEN include the following:

Directly raising attainment (e.g. using task analysis and target setting, with associated guidance, prompts and other supports to reach specified objectives and demonstrate success); and **access strategies** directly relating to attainment (e.g. teaching relevant ICT skills to overcome literacy difficulties). **Promoting ‘active learning’** (e.g. modelling appropriate learning strategies, developing thinking skills, metacognition and reflection); and **access strategies** relating to active learning (e.g. promoting language development and observational skills, self and peer-assessment). **Promoting participation and engagement** (e.g. facilitating collaborative learning and peer tutoring; engaging in ‘real-life’ problem solving, apprenticeship models for learning in sports; using mentoring schemes, artists/writers in residence and visiting speakers with work-related expertise) and **access strategies** for participation and engagement (e.g. enhancing self-esteem, emotional growth and motivation; developing social skills, teamwork and friendships; establishing supportive whole school ethos (e.g. seeking out and valuing pupils’ opinions and contributions); forging community links etc.) Specific children also have regular opportunities to discuss any aspect of their life which may be causing them anxiety. **Responding to personalised learning styles and preferences** (e.g. visual / auditory /kinaesthetic modes of learning; concrete / abstract / active / reflective thinking; multiple intelligence). This personalised

approach allows for children to obtain individualised support as required. Children on the SEN register are encouraged to attend clubs and where they need support to do so, where possible this is provided.

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

We will always contact parents if we believe that a child may have a special educational need.

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 meeting three times a year, where possible in line with Parent Teacher consultations with agreed appointment times.

There are also opportunities for parents and children to contribute to our policies on SEN and Equality. We do this by: Highlighting the possibility for feedback on our policies, Suggestion/Feelings boxes, School Council, Parent/Teacher consultations, Parent and Child questionnaires and SEN Review meetings.

Adapting the curriculum

We offer a broad and balanced curriculum for all children and young people including those with SEN. Details are published on the school website. The way we adapt this for children with SEN and disabled children is set out in the Access Plan, available on the school website.

We use intervention programmes to support the development of language and literacy skills throughout Key Stage 2.

We use intervention programmes and specialised resources to support calculation skills throughout Key Stage 1 and Key Stage 2.

We have nurture groups to support the development of social and emotional skills and the wellbeing of individuals in Key Stage 2.

We have streamed phonics groups in Key Stage 1 with additional support for lower attaining children.

What expertise can we offer?

- Our SENCo holds QTS (Qualified Teacher Status) and has a Certificate in Early Professional Development, she has had enhanced training in Manual Handling, Team TEACH, Speech and Language Support for children with ASD & ADHD, Fischer Family Trust Wave 3 Interventions, Developing Maths for KS2 and Writing & Using Social Stories. She also holds the National SENCo Award.
- All teachers hold QTS and have experience/training in supporting a wide range of needs in their classes with Quality First Teaching.
- There are staff who have received enhanced training in Fischer Family Trust, Behaviour Support and supporting children with ASD and ADHD.
- All staff have recently had training in Building Resilience in young people and attachment.
- Two members of staff have had ongoing training in Play Therapy to provide children with emotional support and to help them learn to understand more about their own feelings and thoughts.
- Teaching Assistants are trained to support the particular needs of the children they work with and have fortnightly meetings to share children of concern and discuss good practice.

We also have access to a range of specialist support services including:

- Educational Psychology
- SENSS, who support children with Communication and Language, Sensory Needs and Physical needs
- Behaviour Support
- Child and Adolescent Mental Health Services (CAMHS)
- Oxfordshire School Inclusion Team

- Early Intervention hubs who offer a variety of services particularly supporting families
- Children’s Social Care
- Play Therapy

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages:

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

We always discuss the involvement of specialist SEN services with parents first. We also work with other services and organisations that are involved with a family, with the family’s permission.

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.
- Target groups are run throughout the school year.

How do we know if SEN provision is effective?

The progress of all children/young people is tracked throughout the school.

In addition, for children/young people with SEN we regularly review progress towards agreed outcomes assessing whether the support that’s been in place has made a difference and what we need to do next. We evaluate this progress against age-related expectations.

When we run special intervention programmes for groups of children we monitor how successful they have been using a variety of assessment tools and use that information to adapt them in the future.

Information about how the governing body evaluate the success of the education that is provided for pupils with SEN is contained in the annual SEN report, available on the school website.

How are children and young people with SEN helped to access activities outside of the classroom?

All children and young people are included in activities and trips following risk assessments, where needed, and in accordance with duties under the Equalities Act 2010. If a personal risk assessment is carried out, we talk to parents and young people when planning trips so that everyone is clear about what will happen. There is information about activities and events for disabled children and those with SEN in Oxfordshire in the Family Information Directory:

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

Oxfordshire’s accessibility strategy can be read at:

http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools_Accessibility_Strategy.pdf

What do we do to support the wellbeing of children/young people with SEN?

All children have the opportunity to share their views through their school council representatives, feelings boxes and questionnaires.

We listen to the views of children with SEN by asking them prior to each review meeting.

In order for all children to feel safe and happy, the school implements its Behaviour and Anti-Bullying policies. We help to prevent bullying of children/young people with SEN by having an anti-bullying week annually to engage the whole school. Both policies are available on the school website.

Nurture groups, play therapy, relax kids and 1:1 support is provided weekly for vulnerable children.

Joining the school and moving on

We encourage all new children to visit the school before starting. For children/young people with SEN we visit them in their previous setting and meet any external professionals involved with them prior to their arrival. We meet their parents prior to them starting to develop a relationship with them before they start school. Arrangements are made in the best interests of the children.

We begin to prepare young people for transition into the next stage of their education or training by preparing transition booklets, organising additional visits, inviting staff members from their transitioning school to visit them in our setting.

For children moving to a new class, a handover meeting will take place between the present and new teacher.

Who to contact

If you are concerned about your child, please contact the class teacher initially (who will make the SENCo aware of this meeting). They monitor the progress of each child and liaise with key staff about interventions needed and know your child better than anyone else in school. If you would like to discuss this further please contact the Key Stage Leader, followed by the SENCo and followed by the Headteacher.

If you'd like to feedback, including compliments and complaints about SEN provision please contact the school at your earliest convenience. We aim to respond to any complaints as soon as possible and work together to resolve the issues. For more guidance regarding complaints, please see the policy available on the school website.

If you'd like impartial advice from SENDIASS (Special Educational Needs and Disability Information Advice and Support Service) formerly Oxfordshire's Parent Partnership Service contact

<https://www.oxfordshire.gov.uk/cms/public-site/sendiaass-oxfordshire-formerly-parent-partnership>

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>

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

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

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