

Oxon CE Primary School
Special Educational Needs and Disabilities Information Report
(Previously known as Local Offer)

Introduction

Under new legislation, The Children and Families Act 2014, local authorities and schools are required to provide information on the provision for children and young people with special educational needs so that parents, children and young people are clear on what is available for them. This document sets out a clear pathway of how Oxon CE Primary School approaches the identification of special educational needs and disabilities (SEND) and the provision that the school makes for children.

Overview

At Oxon CE Primary school we are an inclusive school which encourages all pupils to achieve their potential and make the best possible progress regardless of their specific needs. We do this through targeted support and a wide range of provision.

This document aims to provide a package of information to support parents, carers and young people's understanding of SEND Provision at Oxon Primary School. If your question is not answered here, please contact the school office to speak to Mrs. L. Hutchinson the school SENDCO (Special Educational Needs Co-ordinator) who will happily discuss any issues further.

Oxon Primary School currently has 421 pupils on roll. We have fourteen classes, all of which are single age.

We currently have 34 children on the SEND Support Register, including four children with an Education Health and Care Plan (EHCP).

What is a Special Educational Need or Disability (SEND)?

A pupil has SEND where their learning difficulty or disability calls for special educational provision. **This means provision different from, or in addition to, that normally available to pupils of the same age.**

The Special Educational Needs and Disability Code of Practice 0-25 Year (2014) identifies Children's SEND in four broad areas of need:

1. Communication and Interaction. This could include:

- Speech, Language and Communication needs (SLCN) - children may have difficulty saying what they want to, difficulty understanding what is being said or do not understand or use social rules.
- Autistic Spectrum Condition (Asperger's, Autism) - may have difficulties with social interaction, language, communication and imagination.

2. Cognition and Learning. This could include:

- General Learning difficulties—children find significant difficulty with learning in many areas of the curriculum.
- Severe Learning Difficulties (SLD) where a child is likely to need support in all areas of the curriculum and there may also be difficulties with mobility and communication.
- Profound and Multiple Learning Difficulties (PMLD) - a child will have severe and complex learning difficulties as well as a physical disability or sensory impairment.
Specific Learning Difficulties (Spld) - affect one or more specific aspects of learning. This includes a range of difficulties such as dyslexia, dyscalculia and dyspraxia.

3. Social, Emotional and Mental Health Difficulties. This could include:

Social and emotional difficulties which may result in a child becoming withdrawn or isolated or displaying challenging, disruptive and disturbing behaviour. These behaviours may reflect under-lying mental health issues e.g. anxiety, depression, self-harm or eating disorders.

- Attention deficit disorder.
- Attention deficit hyperactive disorder.

4. Health, Sensory and/or Physical Needs. This could include:

A disability which prevents them from making use of the facilities usually provided in a school e.g. Vision Impairment, Hearing Impairment, Multi-sensory Impairment (combination of vision and hearing). These children are likely to need special equipment to access their learning. Physical disability - some children may need additional ongoing support and equipment to access all opportunities available to other children. Some children may have sensory processing challenges.

If a child has been identified as having a special educational need and/or disability, then their needs may fall within more than one area.

What is our policy for identification of children with SEND?

Our school's Assessment Policy outlines the range of assessments regularly used throughout the school. At Oxon CE Primary School, we recognise that children make progress at different rates and not always in a steady linear pattern. Therefore, children are identified as having SEND in a variety of ways, including the following:

- Liaison with the full range of pre-school settings.
- Induction sessions for Reception starters.
- Discussion with parents/carers.
- Concerns raised by the class teacher.
- Transition meetings between class teachers.
- Termly parent consultation meetings.
- Attainment significantly below expected levels.
- Widening of an attainment gap between the child and their peers.
- Rates of progress being slower than previously.
- Observations in a range of contexts.
- Information/diagnosis from an outside agency e.g. paediatrician.

What happens once a potential need has been identified?

Once a potential need has been identified, four types of action should be put in place, known as the “graduated approach”.

The first stage of the ‘graduated approach’ is assessment.

As part of the assessment, the class teacher and SENDCO will consider the teacher's experience of the pupil, pupil progress, attainment and behaviour, the child's development compared to their peers and the views of the parent and the child themselves. If it is thought that it is appropriate for the child to be at '**SEND Support**' parents must be informed. A **One-page profile** will then be drawn up as a summary of what matters to a child and how to support them best. This will then be used to inform future personalised planning.

The second stage of the ‘graduated approach’ is planning.

A plan of action will be drawn up and discussed with parents. This short- term plan is called a ‘**Pupil Centred Plan**’ (PCP). The PCP focuses on the child as an individual. The pupil voice is an integral part of the plan. The plan typically contains the views of the child, family, school and any involved agency. There are generally three outcomes for each term. These outcomes are voiced from the perspective of the child.

Alongside each PCP a summary of provision is available. This details support/interventions that the child will be part of. The PCP is discussed with parents and parental views/requests are listened to and given careful consideration. Once the PCP is agreed by all those involved it is signed by the parents and as appropriate by the child. This PCP is a working document for all staff working with an individual child.

The third stage of the ‘graduated approach’ is reviewing.

A review of the “effectiveness of support and the impact on the child’s progress” takes place at an agreed date each term. This review may take place within the termly consultation parent’s evening or as a separate appointment. This combined with the opinion of the child is used to inform any changes to the support provided.

What happens if my child has additional needs but not SEND?

Again, support may be available to your child, however the interventions that they are involved with will now be recorded on a provision map. A summary of support for your child is available each term.

What is a provision map?

A provision map is a document that provides an overview of the programmes and interventions being used with individuals and different groups of pupils across one year group. They are produced by the class teachers within each year on a termly basis. Each intervention has a clear objective, specific times/durations, named staff and measurable starting and end points. The provision map is evaluated each term. The provision map is a working document for all staff involved with the year group. A summary of provision is available to parents of an individual child.

Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or disability (SEND)?

Class teacher

Role and responsibilities:

- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs.
- Tracking the progress of your child and identifying, planning and delivering any additional help your child may need, this could be things like targeted work, giving additional support or delivery of specific catch up programmes and discussing amendments with the SENDCO as necessary.
- Writing Pupil Centred Plans in consultation with key stakeholders.
- Ensuring that all staff working with your child in school are supported to deliver the planned work/intervention/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with SEND.

The school's Special Needs Co-ordinator is **Mrs. L. Hutchinson**.

Role and responsibilities.

- Overseeing the day to day operation of the SEND policy.
- Co-ordinating provision for children with SEND.
- Ensuring there is liaison with teachers, parents and other professionals in respect of children with SEN.
- The deployment of teaching assistants, in consultation with the headteacher and class teachers.
- Overview of whole school data in relation to SEND.
- Overseeing the records of all children with SEND.
- Contributing to the CPD (Professional Development) of the staff.
- Ensuring the appropriate PCPs are in place are available on the school network, that relevant background information about children with SEND is collected, recorded and updated.
- Liaising with external agencies, including the LA support and educational psychology services, health and social services and related voluntary bodies.
- Keeping, monitoring and updating a record of those children with an EHCP and of those at SEND Support.

The SENDCO updates our SEND Report on the school web-site in consultation with staff, SEND Governor and parents.

THE HEADTEACHER IS RESPONSIBLE FOR:

- The day to day management of all aspects of the school's work, including provision for SEND.
- Keeping the governing body fully informed of the operation of the SEND Provision in school.
- The financial management of learning support assistants and the organisation of the school budget in general.

THE ROLE OF THE GOVERNING BODY

The Governor with responsibility for Special Needs is Dr. C. Jones

The governing body should:

- Ensure that provision is made for pupils who have SEND.
- Ensure that the needs of pupils with SEND are made known to all who are likely to teach them.
- Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEND.
- Ensure that a pupil with SEND joins with all pupils in the activities of the school together, so far as is reasonably practical and compatible with the child receiving the SEND provision, their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.
- Have regard to the Code of Practice 2014 when carrying out its duties to pupils with SEND.
- Ensure that parents are notified of the decision of any extra provision being made for their child.

Governors are involved in monitoring the SEND Information Report. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.

The quality of SEND provision is continually monitored, evaluated and reviewed.

SEND provision is an integral part of the School Improvement Plan.

What are the different types of support available for children with SEND at Oxon CE Primary School?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

- For your child this would mean:
- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do or understand.
- Different ways of teaching are in place so that your child is fully engaged in learning in the classroom.
- Specific strategies (which may be suggested by the SENDCO or outside agencies) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a barrier to their understanding/learning and needs some extra support to help them to make the best possible progress.
- All children in school should be getting this as a part of excellent classroom practice when needed.

Specific group work within a smaller group of children.

- This group, often called intervention groups by school, may be:
 - Taught by a teacher or teaching assistant who has been trained to deliver specific programmes.
 - Taught by a teacher or teaching assistant working to a specific objective or target.
- For your child this would mean:
 - Your child will engage in planned and reviewed group sessions with specific targets to help them to make more progress.

Specialist groups or one to one work run by specialist teaching assistants or outside professionals e.g. Speech and Language therapy, Occupational therapy or ASC (Autistic Spectrum Condition) Outreach Team.

For your child this would mean:

- Your child will have been identified by the class teacher/SENDCO or you will have raised worries, as needing more specialist input in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You would be asked to give your permission for the school to refer your child to a specialist professional. This will help the school and you to further understand your child's needs and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspect of teaching to support them better.
- Support to set more specific targets which will include their specific expertise.
- An intervention delivered in school under the guidance of the outside professional.
- Group or individual work sessions working directly with an outside professional.

The school may suggest that your child needs some additional support in the classroom. They will tell you how the support will be used and what strategies will be put in to place. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention.

Targeted Support for ‘Some Learners’

For most of the children school, we will be able to meet their additional needs using the resources generally available to all. For a very small number of pupils, the cost of identified targeted or specialist provision may exceed that which is available through the notional SEN budget.

School may request top-up funding from the high-needs block (Element 3) through Graduated Support.

The Graduated Pathway aims to provide a more personalised and holistic approach to meeting the additional needs of children and young people with SEND.

If the request is approved, the Graduated Support Plan (GSP) for the individual sets out details of the funding request, including:

- What identified needs they aim to address;
- Details of the provision they would put in place to meet identified need; including timescales;
- The predicted cost;
- The expected outcomes with identified timeframe and how these are to be monitored and measured.

The review of the GSP is conducted by school with parents/carers and any services involved and the evaluation form completed, showing recommendations.

Each year, new outcomes are written for the following year and, if appropriate, GSP funding can continue year on year, or be reduced, increased or ceased, depending on progress made by the pupil and levels of need.

Higher Needs Provision

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENDCO as needing a particularly high level of individual or small group teaching. Usually your child will also need specialist support in school from an outside professional.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support already being provided in school.
- After the reports have been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case, they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at SEN Support.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the Local Authority, how the support will be used and what strategies will be put into place. It will also have long and short-term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong.
- Needing more than 20 hours of support in school.

Our Provision for pupils with SEND

Communication and Interaction:

Speech, Language and Communication Needs

Characteristics that may be seen include:	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>Difficulties in making themselves understood.</p> <p>Reluctance to volunteer information.</p> <p>Difficulties in following complex instructions. May always watch to see what others do.</p> <p>Difficulties with literacy- decoding/segmenting.</p> <p>Difficulties with specific aspects of language for example: attention and concentration, listening skills, receptive language skills, auditory memory, sequencing, understanding of abstract language concepts, vocabulary and naming, word retrieval, word order and sentence structure.</p>	<ul style="list-style-type: none"> • Follow advice from external agencies and provide speech and language programmes. • Resources will be purchased to support children e.g. games/activities. • Pre tutoring of new vocabulary. <p>Receptive language:</p> <ul style="list-style-type: none"> • Make sure that instructions are simple and clear. • Provide support for children to make sure that they understand what is expected. <p>Expressive language/Speech Production.</p> <ul style="list-style-type: none"> • Build time in for children to take part in activities to develop expressive language. • Staff model correct uses of language. <i>Sensitive repetition as appropriate.</i> 	<ul style="list-style-type: none"> • Refer children to the speech and language service for support and advice. • Provide teaching assistants to deliver recommended speech and language programmes in school e.g. Black Sheep Materials. This may be on a one to one basis or in small groups. • Possible daily 1:1 practice of targeted skills (5-10 mins) • Regular feedback to parents/carers and giving parents/carers suggestions of how they can help their child at home.

Autistic Spectrum Condition

Characteristics seen in school may include:	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>Exhibiting repetitive behaviours e.g. always playing the game in the same way, repeatedly lining up objects.</p> <p>Resistant to change or doing things differently.</p> <p>Emerging difficulties with social interaction, social communication and social imagination (3 main areas of difficulty known as the triad of impairment).</p> <p>Over or under reacting to sensory stimuli.</p>	<ul style="list-style-type: none"> • Provide adaptations to the curriculum, timetable or style of teaching to cater for individual needs. • Getting to know the child well and understanding patterns of behaviour or specific needs and responding to these. • Visual timetables may be used within the classroom. • Children are given instructions and requests using straight forward language and instructions are given in chunks. Avoid metaphors and idioms. • As far as possible, children are prepared in advance when there are going to be changes to the normal routines. • Anxiety levels may be monitored, and a subtle intervention put into place. 	<ul style="list-style-type: none"> • Social Skills Group provision - small group support. (Social stories/comic strip conversations, to support, explain, encourage appropriate social skills and play skills). • Support may be provided for children if they needed some 'time away' from the classroom to pursue some more individualised learning. • Refer children to Woodlands outreach service or Spectra for advice regarding strategies. • Partner work with key staff from Emotional Health and Wellbeing Service for Shropshire. • Regular feedback to parents/carers and giving parents/carers suggestions of how they can help their child at home. This may include signposting parents to organisations such as Autism West Midlands.

Cognition and Learning:

General/Moderate Learning Difficulties

Characteristics seen in the classroom:	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>The pupil will be significantly below nationally expected levels in most areas of the curriculum.</p> <p>Will experience great difficulty in acquiring basic literacy and numeracy skills.</p> <p>May have speech and language delay and restricted vocabulary.</p> <p>May have poor concentration span/self - esteem.</p> <p>May have limited visual, auditory and short-term memory.</p> <p>May have limited reasoning ability.</p> <p>An I.Q. score of between 50 and 70 would be an indicator, together with very low scores in a range of areas of learning, for example reading, phonics, spelling, working memory, processing speed, level of cognitive functioning and understanding and use of language.</p>	<ul style="list-style-type: none"> • Adapting to children by using different learning styles, for example, precision teaching, multi-sensory learning. • Differentiating work. • Providing some support from the teacher or teaching assistant in small groups or on an individual basis. • Providing children with SMART targets. • Providing support for pre - learning. 	<ul style="list-style-type: none"> • Refer to Learning Support Advisory Teacher (LSAT) /Educational Psychologist for additional advice. • Follow advice from outside agencies. • Purchase resources to support children. • Support children through additional adult support in the classroom. • Frequently use interventions include; Word Workshop, Hand for Spelling and Letters and Sounds. • Regular feedback to parents/carers and giving parents/carers suggestions of how they can help their child at home.

Specific Learning Difficulties E.g. Dyslexia, Dyscalculia

Characteristics that may be seen in the classroom	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>Dyslexia.</p> <p>Mainly affects literacy and language skills.</p> <p>Difficulties in processing word sounds causing problems with phonics and spelling.</p> <p>Word finding difficulties.</p> <p>Inability to rhyme.</p> <p>Problems with short term memory.</p> <p>Difficulties with remembering things in sequence e.g. days of week, tables.</p> <p>Often have difficulty with rapid recall and processing speed.</p> <p>Organisational skills can be poor.</p> <p>There is often a significant difference between their attainment in written tasks and their oral ability.</p> <p>Dyscalculia.</p> <p>Difficulty counting forwards and backwards.</p> <p>An inability to read mathematical symbols.</p>	<ul style="list-style-type: none"> • Follow advice from outside agencies. • Adapting to children by using different learning styles, for example, precision teaching, multi - sensory learning. • Differentiating work. • Children are encouraged to develop their own strategies to help them overcome the difficulties they have, for example learning a mnemonic to aid remembering spellings. • Providing support from the teacher or teaching assistant in small groups or on an individual basis. • Having children in target groups or booster groups within the class. • Providing children with SMART targets. • Providing support for pre- learning. 	<ul style="list-style-type: none"> • Dyslexia- An assessment would normally look at a range of areas of learning, for example reading, phonics, spelling, working memory, processing speed, level of cognitive functioning and understanding and use of language. • Standardised tests which may be used include: Wide Range Intelligence Test (WRIT), Wide Range Achievement Test (WRAT), British Picture Vocabulary Scales (BPVS). • Providing a variety of resources to support learning above and beyond what is already in the classroom. • Dyslexia-frequently used interventions: Toe by Toe/Active Literacy/Word Wasp • Dyscalculia- frequently used interventions: Breaking the Barriers (Numicon), Dynamo Maths or Dyscalculia Toolkit (Ronit Bird) • Lesson observation by the LSAT – noting the individual learning styles of pupils.

<p>An inability to understand the meaning of symbols.</p> <p>An inability to learn/apply a set of rules for mathematical operation.</p> <p>An inability to learn and recall number facts.</p> <p>Difficulty memorising and using multiplication tables.</p> <p>Difficulty with place value – including regrouping, exchange, decomposition.</p> <p>Difficulty with direction.</p> <p>Difficulty with rules, formulae and notation.</p> <p>An inability to relate shape, sizes, part/whole relationships and spatial details.</p>		<ul style="list-style-type: none"> • Providing support for parents by recommending resources to use at home. • Regular feedback to parents/carers and giving parents/carers suggestions of how they can help their child at home.
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Social, Mental and Emotional Health:

Characteristics that may be seen in the classroom include:	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>Behaviour which could be seen as attention – seeking.</p> <p>Difficulties in accepting adult direction.</p> <p>Lack of motivation.</p> <p>Difficulties concentrating in class.</p> <p>Shouting out/disruptive behaviour.</p> <p>Withdrawn behaviours.</p> <p>Extremes of emotion (i.e. extreme anger, anxiety or distress).</p> <p>Lack of self-regulation.</p> <p>Difficulties with social interaction.</p> <p>Extreme reactions to frustration/stress.</p>	<ul style="list-style-type: none"> • Get to know individual children well through working closely with all children. • Developing a personalised approach to learning for that child. • Providing appropriate adult support. • Access to whole school mental health and wellbeing strategies/approaches. • Access to class based mental health and wellbeing activities. • Arrange a ‘check in’ with a familiar member of staff on a regular basis. • Reasonable adjustments made within the school day. • Use of self-regulation techniques such as breathing or grounding. • Access to universal services. 	<p>Access to school interventions including:</p> <ul style="list-style-type: none"> • No Worries Programme. • Anger Management Programme. • Build to Express - Lego Programme. • Social Skills Groups. • Reach for the Top (Intervention for attachment type difficulties) • School Counsellor (typically one session a week for 6 weeks- dependent on need). • Mentoring by key TA staff. • Refer to outside agencies as appropriate, e.g. Woodlands Outreach/LSAT/Emotional Health and Wellbeing Service/Acorn Families. • Personalised emotional regulation plans. • Early help partnership meetings. Supporting families with multi agency involvement. • Checking the pupil’s functional and cognitive skills can also provide useful information about presenting behaviours. • A diagnosis of a specific behavioural difficulty such as ADHD is pursued through the Emotional Health and Wellbeing Service.

Sensory Processing Difficulties.

Characteristics that may be seen in the classroom include:	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>Individuals might be too sensitive to certain sensations such as loud noises, smells, the feel of their clothes or another person's touch. They might actively try to avoid these sensations through certain behaviours.</p> <p>Others are not sensitive enough to certain sensations such as food around their mouth, movement and body position. They might actively seek sensations through a range of behaviours.</p> <p>Highly Sensitive/Low Sensitivity.</p> <p>Strong preferences for certain textures, clothes</p> <p>Dislikes or really likes messy play</p> <p>Feels pain and is very sensitive to temperature.</p> <p>Noise levels feel magnified</p> <p>Can sometimes heavy handed and over-grip objects.</p> <p>Has difficulty responding to pain/temperature. Is always on the go and has difficulty sitting still.</p>	<ul style="list-style-type: none"> • A clear profile of individual's sensory preferences and sensitivities. • Consideration given to learning environment to reduce possible trigger stressors and help positive experiences e.g use of ear defenders during louder parts of the day • Use of appropriate sensory items that calm. • Appropriate use of visual timetables with plenty of preparation for transitions. 	<ul style="list-style-type: none"> • Purchase of supports/resources e.g inflatable cushion/chewelry. • Sensory Intervention Group support, using OT Resource Pack • Regular sensory/body break 'menus' • Refer to outside agencies as appropriate, e.g. Woodlands Outreach-sensory profile • Refer to Occupational Therapy re sensory issues.

Hearing Impaired

Characteristics seen in the classroom may include:	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>Child constantly asks for clarification.</p> <p>Child says unexpected things unrelated to subject.</p> <p>Child fatigues easily.</p> <p>Difficulty listening in noise.</p> <p>Distractible and easily frustrated.</p> <p>Lack of confidence.</p> <p>Face watched intently.</p> <p>Poor vocabulary.</p> <p>Delayed receptive and expressive language.</p> <p>Delayed speech development – does child miss parts of words.</p> <p>Delayed literacy skills/Difficulties with phonics.</p> <p>Socially isolated.</p> <p>Generally underachieving.</p> <p>Contact parents/carers if we feel there is a problem and ask them to take their child for a hearing test.</p>	<ul style="list-style-type: none"> • Appropriate seating position. • Management of acoustic conditions. • Positive management of classroom noise. • Use of visual clues. • Repeating key messages. • Facing child when teaching with face in good light. • Children are encouraged to wear hearing aids if appropriate and these are monitored daily in a subtle and unobtrusive way. • Appropriately differentiated curriculum in consultation with a Teacher of the Deaf. 	<ul style="list-style-type: none"> • School can refer (with parental permission) to Child Health (Audiology) for an assessment of hearing. • SIS (Sensory Inclusion Service) can only see a child within a school or a setting following referral from an ENT Consultant. • Support from SIS to manage and effectively use amplification systems. • Awareness training to staff and peers from SIS. • Ongoing support from a Teacher of the Deaf for the child/family and setting for children referred to the service. • Targeted interventions to improve receptive and expressive language. • Peer group support to target issues of social isolation.

Visually Impaired

Characteristics seen in the classroom may include:	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>Eye turn, squint, or closure/ covering one eye to look.</p> <p>Rubbing eyes in discomfort or screwing up eyes to view.</p> <p>Aversion to glare/bright light.</p> <p>Unusual head posture/ tilt.</p> <p>Holding printed materials at an odd distance/angle.</p> <p>Facial grimaces during close work with complaints of blurring, nausea, dizziness, headache.</p> <p>Reading problems especially small print in textbooks and diagrams.</p> <p>Clumsiness (movement and location of items).</p> <p>Note-taking problems.</p> <p>Large or 'spidery' handwriting.</p> <p>Losing place in text.</p>	<ul style="list-style-type: none"> • Sit children in an appropriate place in the classroom. • Provide work on coloured paper on recommendation from outside agencies. • Provide coloured overlays to assist reading on advice from outside agencies. • Use visually friendly fonts, on advice from outside agencies. • Provide own copies of resource materials for some children. • Provide extra time to scan visually complex materials and fine detail. • Glare on the whiteboard should be minimised (dim the lights during interactive whiteboard presentations and control glare with blinds/curtains). 	<ul style="list-style-type: none"> • Referrals to SIS are made by Consultant Ophthalmologists. • Assessment of functional vision will include visual acuities for near vision and distance, colour vision, visual fields and ability to access complex, visually cluttered materials of poor contrast e.g. maps or busy pictures. • Professional knowledge and experience combined with observation and close liaison with the child/ young person, families and other professionals is an important aspect of assessment. • Gain advice and support from outside agencies such as sensory inclusion. • Adapt the environment where necessary. • Low vision aids and specialist ICT software as appropriate.

<p>Rapid fall-off in attention, confidence or standard of work.</p> <p>Reception age children will have a sight test in school.</p> <p>In the first instance families are advised that a child with a visual concern should be seen by an Optician or GP who will, if necessary, refer to a Consultant Ophthalmologist.</p>		
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Physical Difficulties

Characteristics that may be seen in the classroom include:	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>Poor balance and co-ordination.</p> <p>Difficulty with the organisation of movement.</p> <p>Difficulty with mobility.</p> <p>Fatigue and endurance limitations.</p> <p>Health Factors- from medical diagnosis.</p> <p>The professional making a diagnosis of medical need would be either be a Consultant or GP. School would be supported by School nurse or community nurse.</p>	<ul style="list-style-type: none"> • Provide suitable equipment for children on the advice of outside agencies, e.g. writing slopes, • Ensure tables and chairs are the correct height. • Ensure that the environment is free from clutter and is tidy and organised. • Provide suitable activities to develop skills, e.g. • Forest school sessions for Foundation stage- encouraging skills such as climbing and balancing. 	<ul style="list-style-type: none"> • Physical supports/aids as appropriate. • Fine motor activities. • Motor Skills Programme • Touch Typing sessions using Nessy Fingers Programme. • Appropriate use of lap-tops. • Having a scribe/ dictation-based recording (as appropriate). • Difficulties and implications for learning can be assessed and interventions

<p>Perceptual difficulties & learning disabilities may affect learning.</p>	<ul style="list-style-type: none"> • When the children are taking part in physical activities as PE, they are encouraged to participate in a way that is appropriate to their needs. • When the children are using tools and resources the appropriate use of these are modelled by an adult and specialist tools are used if appropriate. 	<p>delivered/provided by a range of health and education professionals.</p>
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<p>What support do we have for you as a parent of a child with SEND?</p>
<ul style="list-style-type: none"> • The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. This can take the form of an informal chat, planned face to face meeting or phone call. • Parents are notified if we have concerns through a meeting with the class teacher and/or SENDCO. • Regular planned consultation meetings to discuss Pupil Centred Plans. • Each PCP contains a section dedicated to the 'Family View' and contains what the family agree to do to support the child. Similar views are sought as part of the review. • We offer parents the opportunity to meet with outside professionals in the school setting to discuss finds of assessments and agree ways forward. • Our SENDCO (Mrs L. Hutchinson) is available to meet with you to discuss your child's progress or any concerns/worries you may have. • Our SENDCO (Mrs L. Hutchinson) is available to provide advice and guidance in accessing any further support for your family. • All parents are invited into school during the Autumn and Spring Terms for parental consultations evenings. All parents of SEND children will be offered a meeting in addition to parents evening if issues are needed to be discussed further. Parents of children with SEND will be offered an additional meeting during the Summer Term. All children receive an end of year report. • Parents of children with an Education Health Care Plan are invited to annual review meetings and their views are recorded as part of the meeting. • Termly Newsletters include issues relating to SEND.

How we consult with our SEND pupils?

- Children have a right to receive and make known information, to express an opinion, and to have that opinion considered in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.
- Each termly plan (PCP) is based on the child as an individual. They are asked about their likes, strengths, wishes and future targets. These views are recorded as the 'Pupil Voice'.
- We investigate different learning styles and consult with children as to how they feel they learn best.
- Children are encouraged to develop a good understanding of their learning and discussion about progress and next steps forms an important part of class work, individual and group interventions.
- Children are encouraged to be active participants in their assessment and learning. They are encouraged to think about the progress that they have made and what they feel their next steps may be.
- During assessments by outside agencies they are encouraged to share their ideas about the way they learn, these views are often recorded in the follow up report.
- We have a school council where children's voices are heard. This includes SEND pupils.

How do we support our pupils at times of transition?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

From Pre-School Setting to Reception class:

- Visits made by Foundation Stage teacher/s to main feeder settings to discuss needs and appropriate provision. Additional visits made by the SENDCO to discuss/ observe individuals as appropriate.
- Planned induction meetings/visits during the Summer Term prior to Autumn Term start.
- Planned lunchtime induction to familiarise parents and children with menus, surroundings and routines.
- Meet with the early year's area SENDCO and parents if necessary.

From class to class within school:

- Children spend a 'Swap Up' afternoon session in their new classroom with their new teacher during the Summer Term. Extra informal sessions are arranged as necessary.
- All PCPs are made available to all staff working within the class/year group.
- Teachers/TAs liaise to share key information about a child.
- Progress data is shared.

From Oxon to another school:

- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that is required to meet their needs.
- SEND records are passed on as soon as possible.

Transfer to secondary school:

- Children will be visited by the Year 7 co-ordinator in our setting.
- Children will have visits to secondary school- extra visits will be arranged where necessary and will be supported by a teaching assistant.
- Secondary SENDCO's are invited to Year 6 EHCP reviews.
- Year 6 teachers, Head Teacher and SENDCO will meet with the year 7 co-ordinator and secondary SENDCO to share information as required.
- All SEND records are forwarded to secondary settings.

How do we adapt our learning environment to include pupils with SEND?

- Up to date accessibility plan - disabled access, disabled toilet facilities etc.
- Quiet areas/reflection areas in school where children have some time to talk one to one, think quietly or just have some space from others.
- We purchase resources to support children where necessary, based on our knowledge of the child, our experience or on advice from outside agencies - e.g. specific spelling programme /social skills workshop.
- Classrooms are well resourced, and staff can request the SENDCO to order additional equipment or will ask the SENDCO for advice on any products that may be useful.
- Teaching assistants are deployed effectively.

**How do we assess and evaluate the effectiveness of our SEND provision?
How do we involve parents, carers and pupils in this process?**

- The governing body receive regular reports about SEND. The information from these reports is used to make strategic decisions about the further development of SEND provision including staffing and financial decisions.
- Key elements include:
 - Headteacher's reports.
 - Reports from the link governor for SEND following school visits.
 - Assessment data relating to SEND pupils (anonymised).
 - Key SEND documents, reports and policies considered, edited and approved by the governing body.
 - The Head Teacher and/or other member of the SMT complete termly Learning walks/observations - including SEND issues.
 - SEND provision and practice is informally monitored by the SENDCO through discussions with teaching staff and teaching assistants.
 - Co-ordinator non-contact time provides the opportunity for monitoring progress of individuals, groups and specific intervention programmes. This includes use of the school data tracker, book monitoring and planned lesson observations.
 - Pupil Centred Plans are regularly monitored by the SENDCO.
 - The head teacher, SMT, SENDCO, subject co-ordinators and class teachers analyse pupil tracking data and identify value added data for all pupils including those with SEND.
 - SEND is part of our school self- evaluation arrangements.
 - SEND is always part of the School Improvement Plan.
 - The SENDCO works with the SMT/headteacher to appraise teaching assistants within school.
 - We monitor reports from outside agencies e.g. when the LSAT reviews the progress of a child.
 - Parental Questionnaires.
 - Ofsted findings.

How we ensure access to our facilities for all of our pupils

The building is accessible to children with physical disabilities.

- See Equality Scheme Progress Report.
- See accessibility plan.

We purchase equipment to support all children in the school. Equipment used regularly may be stored in classrooms and there are central areas of storage for more specialised resources.

What activities are available to our pupils with Special Educational Needs, in addition to the curriculum?

We offer a wide range of extra-curricular activities. These are offered and accessible to all children but in some cases, due to numbers, selected children are invited to attend. Suitable arrangements are made to enable all children to access extra-curricular activities such as additional 1:1 support and specialist equipment.

What training do our teachers and other staff have to enable them to support SEND pupils effectively?

- All teaching staff and SENDCO are involved with further training in line with the School Improvement Plan.
- We have SEND staff meetings. These are related to specific concerns relevant to the needs identified or in ensuring that staff are up to date with information and legislation. Recent meetings have included updates on the New SEND Code and Pupil Centred Plans.
- The SENDCO attends relevant training and disseminates any details as is appropriate.
- There is an induction procedure for newly qualified teachers, new teaching staff and new teaching assistants. SEND procedures are part of this induction.
- Each term the SENDCO delivers training sessions for teaching assistants on relevant SEND issues.
- All staff receive appropriate Child Protection training.
- Outside agencies work with key staff as appropriate, offering workable ways forward.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

Who are the other people providing services to children with SEND in our school?

Multi-disciplinary/ interagency co-operation is in place to ensure provision meets the needs of the children with SEN. We work on a regular basis with the following:

Directly funded by the school:

- Learning Support Advisory Teacher (Shropshire Council)

- Learning Support Advisory Teacher (Woodlands Outreach Team)
- Educational Psychologist (Shropshire Council)
- Woodlands ASC Advisory Teacher (Woodlands Outreach Team)
- Spectra ASD Advisory Teacher
- Woodlands SEMH/Behaviour Advisory Teacher (Woodlands Outreach Team)
- Acorn Family -Therapy Services (Kay Brophy, Psychologist and Family Practitioner)

Externally provided and paid for by the Local Authority/Health Service:

- Speech and Language Team
- Sensory Inclusion Services
- Occupational Therapy Services
- Emotional Health and Wellbeing Service (Bee-U)
- Education Welfare Officer
- Compass/Enhance
- School Nurse Services.
- Physiotherapy Services.

How we support the emotional and social development of our pupils with Special Educational Needs

- We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs may show themselves in a number of ways such as behavioural difficulties, low self-esteem and anxiousness.
- All concerns are reported to the Mental Health Lead. We then implement our assessment system which is based on levels of need to ensure that children get the support they need, either from the school or from an external specialist service. Our aim is to put into place interventions as early as possible to prevent problems escalating.

Also:

- See mental health and well-being policy.
- See inclusion policy
- See anti bullying policy
- See behaviour policy

If you have any questions, concerns or complaints or compliments about our provision for SEN pupils

Please contact the school if you wish to talk to or make an appointment with:

- Mr M Rogers Headteacher
- Mrs L Hutchinson SENDCO

See contact details on the 'contact us' section of the website'.

Information about our complaints procedure can be found on the website by using the search function.

Where can I find further information?

You can also find information on Shropshire Local Authority's Local Offer on their website: [The SEND local offer | Shropshire Council](#)

Parent/carers and young people can also access support from an external agency called the Information Advice Support Service (formally known as Parent Partnership) in any matters related to special educational needs and disability.

Telephone: 01743 280019 (Monday to Friday, 10am to 4pm)

Email: iassadmin@shcab.cabnet.org.uk

Website: www.cabshropshire.org.uk/.../shropshire-iass

Your views regarding the information in this report would be valuable in updating and ensuring the information is useful and in a format that is easily accessible. Please contact Mrs. L. Hutchinson the school SENDCO with any feedback you may have.

Date: October 2020