

Horspath School Special Educational Needs Information Report - September 2017

1. As a parent of a child with SEND how can I find details of support services available to me?

The Local Authority publishes details of all support services on offer for families with pupils who have SEND. This information can be found on the following website and is known as the 'local offer'

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

The Special Educational Needs and Disability Information and Advice Service (SENDIASS) is available to support parents in meetings concerning their child's progress and welfare.

They can be contacted on 01865 810516 or through their website:

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

2. About our school

At Horspath school we believe that each pupil has individual and unique needs, However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a proportion of pupils will have special educational needs at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs.

The Governors and staff recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, positive environment in which all pupils can develop strategies to become confident, independent individuals.

We are a mainstream school with 140 pupils on roll. 12 children are currently on our SEN register for September 2017.

Our aims and the definition of SEND are outlined in our school **SEN policy**.

3. What kind of special educational needs is there provision for at the school?

Children at Horspath School may have a range of special educational needs and disabilities (SEND). These may include, but are not limited to:

Communication and interaction:	Speech, Language and Communication needs; Autistic Spectrum Disorder, including Asperger's and Autism
Cognition and Learning	Learning difficulties; Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia
Social, emotional and mental health difficulties	Behaviour reflecting underlying mental health difficulties (e.g. anxiety, depression).

	Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder.
Sensory and/or physical:	Hearing Impairment Visual impairment Physical disability Multi sensory processing difficulties which affects their learning

Where children with SEND also have medical needs, their provision is planned and delivered with a healthcare plan supported by the school Nurse support service. We are aware of the statutory guidance supporting pupils at school with medical conditions (Department for Education, 2014). Please see our Supporting pupils with medical conditions policy. An administration of Medicine form must be completed.

High quality teaching that is well differentiated will meet the individual needs of the majority of children. Some children need educational provision that is additional and different to this. This is special educational provision under Section 21 of the Children and Families Act 2014. It is a graduated response to children's individual needs. Such provision is recorded on our individual SEND Pupil Profiles.

All pupils are welcome, including those with special educational needs, in accordance with the Oxfordshire County Council Admissions Policy. According to the Education Act 1996, (Section 316), the school will admit a child with a statement or Education, Health and Care Plan subject to the wishes of their parent unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility. For our Equality Objectives please see our Equality Policy.

4. How is a child identified as having SEND?

The progress of all children is assessed at regular intervals by our pupil progress manager. Where progress is not as expected, the first response is ensuring Quality First Teaching, where the teacher is responding well to the needs of all in their class. Slow progress and low attainment do not necessarily mean that a child has SEND.

All those working with children are alerted to emerging difficulties and respond early to target.

In deciding whether to make special educational provision, the Special Educational Needs Coordinator (SENCo) consider all the information gathered from within the school about the pupil's progress and current provision, alongside national data and expectations of progress. We also use the Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'

Where more specific assessment is deemed to be necessary, this will be carried out by the SENCo, who may also involve other professionals from outside the school.

The information gathering will include an early discussion with the pupils and their parents. Horspath School recognises that parents know their children best and we ensure we listen to and understand when parents express concerns about their child's development. Occasionally parents may identify that their child has a problem and initiate the conversation with school. It is also extremely important to know about similar difficulties experienced by other family members.

Criteria for identifying SEND may include:

- A child's early history and/or parental concern
- A child who arrives with considerably lower attainment levels than expected from another school
- Very Low or uneven Foundation Stage profile
- A pupil's lack of progress despite receiving a differentiated curriculum and support
- Their achievement in the National Curriculum i.e. significantly below the suggested level for their age
- Requiring greater adult attention in class due to behavioural/learning difficulties
- Requiring specialist material/equipment or support for sensory/physical problems

5. How does the school support children with SEND?

Children with SEND are inclusively educated in an age appropriate classroom with their peers through quality first teaching. Teaching and resources are differentiated within the classroom to ensure children are able to achieve the learning objectives and make good progress. Each class has a visual timetable on display which details the daily planned activities. Some pupils, if needed, have their own visual timetable of now and Next.

Teaching Assistants (TAs) work alongside the class teacher to support children with SEND individually/ in small groups and to facilitate the class teacher working with children with SEND. Our TA's have time to communicate daily with the class teacher to ensure a consistent and appropriate approach to our pupils teaching and learning and to develop their independence.

If and when necessary we make adaptations to the timetable/ classroom organisation and set up - through consultation with support services.

6. Does the school remove children from the class to provide additional support?

Additional resources are used to support children with SEND to foster independent learning and reduce dependency. We seek support from outside agencies where necessary and work together to reduce the need for our pupils to be removed from their class setting for support.

If it is agreed to be appropriate to withdraw a pupil to work individually with a TA or the SENco in order to acquire, reinforce or extend skills more effectively then an intervention programme will be delivered to individuals/small groups. These are recorded on a Provision Map (so that progress can be tracked and monitored), it is updated termly. The Teaching Assistant who is trained in delivering each of our specific interventions will lead these groups.

A letter will be sent home informing parents that an intervention will be taking place within school time.

Our interventions are selected through recommendations from OXIT (Oxfordshire inclusion team) who support the Wheatley partnership and the Sutton Trust who research into approaches which make the greatest difference to pupils achievement to reduce the gap between them and their peers. Wherever possible we integrate intervention approaches into the classroom to benefit all.

In addition to our school interventions we are happy to follow specific programmes from the Occupational Therapist, Speech and Language Therapist or Physiotherapist for children with specific or more complex needs.

7. Are there activities/ clubs which a child with SEND cannot attend?

All children have access to the same wide range of extra-curricular activities provided by All stars after school club. Additional adults can be made available on request to support children with severe complex needs if they wish to participate in any of these activities.

All children are actively encouraged to go on school trips and residential stays, whatever their needs. Please see our Equality policy.

8. How is the school able to improve the emotional and social development of pupils with SEND?

We are very lucky to have Mrs Lee Russell King as our trained ELSA (Emotional Literacy Support Assistant) Her role is to plan individualised support interventions for identified pupils to help them understand and regulate their own emotions, respond appropriately to others around them and develop their personal resiliency. She receives regular supervision from the Educational Psychology Service to fulfil her role effectively.

The following resources are an example of support available to children at our school in addition to the national curriculum provision:

- SEAL small group support
- Y6 Buddying support
- Peer mediators and playground pals
- Spirals scheme in Foundation
- Talk time 1 and 2 programmes in year 1 and 2
- Talkabout scheme – friendships
- Support from outside agencies, such as The Hub and PCAMHS
- Social Stories
- Language for Thinking – verbal comprehension
- Pragmatics exercises

9. How is the success of the school's SEND provision and the progress of children with SEND evaluated?

We monitor the effectiveness of the provision for pupils with SEND and the progress they make in the following ways:

- Pupil progress is monitored through the use of our whole school Pupil Progress Tracker system which encompasses group and intervention tracking that informs the evaluation of our provision map.
- Pupil progress meetings, between the Class teacher and the Headteacher, evaluate data and tracking of age related expectations and progress. They are undertaken three times a year.
- Diagnostic assessments are completed by the SENCo and support services
- Termly class based assessments and optional SATS tests are used to confirm continuous classroom formative assessments..
- Pupil Profile reviews towards agreed outcomes at least three times a year with parental and pupil input.
- Baseline assessments before and after interventions
- The SENCo and the Senior Leadership Team (SLT) hold learning walks/observations to review effectiveness of provision for all groups and individuals.
- Monitoring of procedures and practice by the SEND governor
- School self-evaluation

Action taken relating to SEN support follows an assess, plan, do and review model:

1. **Assess** Data collected creates an accurate assessment of need. Parents are invited to discuss actions to improve progress towards agreed outcomes.
2. **Plan:** appropriate personalised support and /or involvement in evidence based interventions through advice from the SENco.
3. **Do:** SEN support is recorded on an individual action record which identifies clear outcomes and all strategies which are implemented.
4. **Review:** Progress towards outcomes area tracked and reviewed termly with parents and pupils.

If progress rates are judged to be inadequate despite the delivery of high quality interventions and support, advice will be sought from external agencies regarding strategies to best meet the specific needs of the pupil. This will only be undertaken after parent permission has been obtained.

N.B For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHCP) plan being provided.

SEN Progress across the school 2016- 2017

(Expected progress for all children nationally is +3 If a pupil goes into year 2 as Y1Secure they will make +3 progress to achieve the expected Y2Secure attainment by the end of the year. The rate of progress may vary from year to year especially as SEN children may have many diverse and complex difficulties.)

Writing

Average Progress +3.1

8/13 (62%) pupils made expected or more than expected progress

4/13(31%) pupils made accelerated '**Closing the gap**' progress

Reading

8/13 (62%) pupils made expected or more than expected progress

6/13 (46%) pupils made accelerated '**Closing the gap**' progress

Average progress +3.0

Maths

7/13 (54%) pupils made expected or more than expected progress

5/13 (38 %) pupils made accelerated '**Closing the gap**' progress

Average progress +2.9

It is important to look at each individuals progress towards their outcomes within their SEND profiles. These profiles celebrate smaller steps of achievement and record important progress in Social and Emotional stability which greatly affects capability to learn.

10. Whose job is it to support children within the school with SEND?

Provision for pupils with special educational needs is a matter for the school as a whole. The roles and responsibilities of all are listed clearly within our SEN policy.

Governors

An appointed representative from the governing body is actively involved in self-review, with the Headteacher and SENCo, of the provision for children with special needs and implementation of the policy within the school.

SENCo

The Special Educational Needs Coordinator is Chrissie Marshall. She works closely with all staff, the Headteacher and outside agencies ensuring the best possible provision for children with special educational needs. She has worked for many years in our school as our SENCo and year 6 teacher, before working part time as our SENCo / Pupil Progress Manager.

Headteacher

The Headteacher has overall responsibility for the management of provision for children with special educational needs. She works closely with the SENCo and keeps the governing body fully informed.

Teaching Staff and Teaching Assistants

Class teachers are responsible for implementing the procedures for identifying, assessing and making provision for pupils with SEND, including planning for differentiation. The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils alongside the guidance from Oxfordshires County Council 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'

Class teachers are responsible for working with children effectively on a daily basis and closely monitoring children involved in interventions away from the main class. Teachers work closely with teaching assistants to plan, assess and review the impact of their support.

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

The SENCo meets with class teachers and TA's to give support and advice. She oversees provision and tracks progress and attainment. The placement of TA support throughout the school is dependent on the Special Needs requirements and this placement may change as the needs of the children change. There is planned daily opportunity for contact between staff to ensure needs are being met.

- ✓ We develop and encourage teaching practice to employ a range of approaches to support the different learning styles preferred by pupils.
- ✓ We encourage extra Reading Comprehension development and additional 1:1 reading
- ✓ Children are encouraged to develop Meta cognitive strategies and Growth Mindset approaches
- ✓ We provide dedicated Improvement and Reflection Time – independent and supported .
- ✓ Children are involved in daily decisions about their own learning.
- ✓ They receive guidance on progress towards objectives and targets through verbal and written feedback. Self and peer –evaluation is also encouraged.

- ✓ Learning walls in the classrooms provide visual scaffolding of English and Maths concepts.
- ✓ ICT is used to support learning, including computer programmes such as Mathletics, Reading Eggs and Clicker 7.

Parents/guardians are kept informed by class teachers of all the strategies and interventions supporting their child. They are encouraged to be involved in additional support and consolidation at home. The SENCo liaises with parents when requested. The strategies which are most effective in supporting each pupil with SEND are listed on their SEN Action Profile to ensure all adults working with them and their parents are well informed. Pupils with statements or Education, Health and Care Plans also have an Annual review with the SENCo, supporting services and teachers.

12. Training and development

Our school is committed to gaining further expertise in the area of Special Needs education. Current training includes school-based whole school INSET using the School inclusion development plan, INSET lead by outside agencies matched to individual needs, training sessions for TAs, SENCo and TA group meetings, membership for OXIT guidance (Oxfordshire inclusion Team) and the reading and discussion of documents on SEND. Staff meetings are arranged to respond to the particular needs of the school. The training needs of the staff including TAs are reviewed as part of the CPD process in school.

Children's specific needs are discussed with parents/guardians when admission to school is requested. The previous school and support agencies are contacted should this be appropriate. All staff have responsibility for teaching children with learning difficulties/disabilities and should any specialist advice be required, this will be arranged.

Mrs Russell- king is now our fully credited ELSA (Emotional Literacy Support Assistant) and will continue to have ongoing support and guidance from the Psychology service.

Our SENco holds the OCR Certificate for teachers of pupils with specific learning difficulties and attends the OXSIT annual SEN training conferences and termly Inclusion briefings.

Our Deputy Head holds two further PGCE qualifications becoming a specialist in Maths development and providing for the gifted and talented. She is also Safeguarding trained alongside the Headteacher and a further member of our Leadership team.

This year all school staff will receive Tier 2 Autism Training provided by SENSS. They will also be trained in using our new multi-sensory maths resource 'Numicon' to support Maths development and the importance of questioning to develop pupils mindset, independence and understanding.

13. Facilities at the school

The school has been modified with ramps and rails to provide access for wheelchairs. Due to its Victorian school house layout all areas can be accessed although through different outside access points. Suitable larger floor area toilet facilities are available and all taps are lever taps.

Where a child has a physical disability the SENCo and class teachers make sure that all adults are informed about effective management strategies and that other children are made aware as appropriate. Advice is sought from outside agencies on how best to provide

for the child's needs and this advice is accessible to the adults working with the child through their class action files. Risk assessments are made to allow as much independence as possible, but with support available as and when necessary.

14. Does the school have any links with other agencies, organisations or support services?

The school is able to call upon the expertise of a wide range of support services. These support services are consulted after discussion with the Headteacher or SENCo, and with the full agreement of parents. For assessment and advice from most of these services a request form must be filled in first, then additional information may be required e.g. the service's own checklist, and information about strategies already in use. Support services include:

- Educational Psychology
- SENSS, who support children with communication and language, sensory needs and physical needs (including Autism Advisory Teachers)
- Child and Adolescent Mental Health Services(CAMHS)
- Speech, Language Service
- OXIT (Oxfordshire Inclusion Team)
- Occupational Therapy Service
- School Nurse Service
- SENDIASS (special Educational Needs and Disability information, Advice and Support Service)
- Littlemore Early Intervention Support Hub
- Art /Play therapy is currently being investigated.

15. How are parents encouraged to be involved?

Our school believes that good communication between parents/guardians and staff is essential so that parents can share their knowledge and expertise about their child. This is important in enabling children with special educational needs to achieve their potential. Parents are always welcome to visit the school to discuss any concerns about their child with the class teacher, swiftly at the start or end of the day or in more depth at a mutually agreed time.

There are formal opportunities for parents to discuss their child's needs, progress and strengths at Parents Interviews and Special Needs Review meetings. Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress. Wherever possible, parents are involved in any strategies instigated, and we aim to support parents with their child's difficulties if necessary.

Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. Information about the Special Educational Needs and Disability Information and Advice Support Service (SENDIASS) is given to parents so they may use it if they wish. This is also displayed on the parents noticeboard. Parents have right of access to records concerning their child.

A questionnaire is distributed to all families of children with SEN at the end of each year to evaluate how well parents feel we have fulfilled the requirements of the Code of Practice 2014. We aim to act upon anything brought to our attention to improve our provision.

At the start of the academic year an 'all about me' pupil voice activity is sent home for the parents and children to complete together. This then forms part of the initial IEP meetings focus.

Parents have a direct communication route to the SENco :asksenco@horspath.oxon.sch.uk

16. How are young people with SEND involved in their education?

All children are encouraged to participate in discussions about their learning journeys and to feel that their views are valued right from the start of their education.

Within the classroom on a day to day basis they are encouraged to make choices towards their next steps by talking to the teachers and TA's about their learning. They celebrate their successes and agree on future challenges and activities to ensure progression and enjoyment.

Pupils are also encouraged to take part in their outcome reviews through discussion with the class teachers and adding their comments to the review sheet. If deemed appropriate they are encouraged to attend part or all of the meeting.

As stated above, at the start of the academic year an 'all about me' pupil voice activity is sent home for the parents and children to complete together. The pupils can highlight lessons / activities/ strategies which they enjoy and those they find difficult. Together they can agree on what they would like to achieve during the year and then this forms the basis for the initial IEP meeting.

Horspath has an active school council and the children in school talk to their class reps about how the school could change and improve. The SEND pupils also meet with the SENco annually to complete an audit on their views and experiences of school.

17. What happens when children change classes or schools?

The SENCo and class teachers liaise over the internal transfer of pupils with SEND. Placements are considered carefully in order to meet a child's particular needs, and pupils visit their new class for a day before transfer. Extra transitions are arranged as frequently as needed with the support of our ELSA. If appropriate our ELSA or class teacher will create transition books with pupils to ensure understanding and support discussion at home over the summer.

All Year 6 children transferring to local Secondary Schools have the chance to visit their new school for one or two full days. SEND pupils and their parents who would benefit from a greater number of visits are offered additional sessions organised by the receiving school.

Representatives from the Secondary Schools visit Horspath to talk with the children. The Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEND information is gathered together and records transferred to the new teacher or school.

For pupils with Statements or Education, Health and Care Plans, the child's statement should be amended in the light of recommendations of the annual review by 15th February in the year of transfer to ensure that time is available to make necessary transfer arrangements re/needs and provision. The SENCo of the receiving school will be invited to

the final annual review in primary schools of pupils with statements or Education, Health and Care Plans where the particular school has been named.

18. How are resources allocated within the school?

All schools in Oxfordshire receive funding for pupils with SEN in three main ways:

- The base budget (element 1 funding) covers teaching and curriculum expenses as well as the cost of the SENCo.
- The notional SEND budget (element 2 funding) covers the additional educational support required.
- Specific funds may be allocated to pupils with statements or Education, Health and Care Plans.

Horspath School, as part of normal budget planning, has a strategic approach to using resources to support the progress of all groups of pupils. We aim to provide additional support up to the nationally prescribed threshold per pupil per year. Where the cost of special educational provision required to meet the needs of an individual pupil exceeds this threshold an application to the Local Authority may be made for short term top-up funding.

19. What if I have a complaint?

If a parent or guardian is concerned about the SEND provision for their child, initial contact should be made with the class teacher. A meeting will be arranged, which may include the Headteacher and/or SENCo, to discuss the concern. Parents can however request an appointment with the Headteacher or SENCo directly.

In the event of a formal complaint concerning SEND provision, parents/guardians are advised to contact the Headteacher and follow the Oxfordshire LA procedure in the first instance. Parents may also contact the Governing Body.

The Special Educational Needs and Disability Information and Advice Service (SENDIASS) is available to support parents.