

Horspath C of E Primary School

SEN Information Report September 2020

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

Horspath 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**
- **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:

Ms Jude Zabell

She can be contacted on: 01865 872702 or :asksenco@horspathschool.org

Our governor with responsibility for SEN is: **Mr James Askew** email via the school office: office.3161@horspathschool.org.

Our SEN policy can be found on our school website or you can request a paper copy from the school office.

Our Equality Scheme and Accessibility Plan can also be found on our school website or you can request a paper copy from the school office.

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.
- How additional funding may be allocated to provide support for a child with specific needs.

Click here to read it:

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationSecondarySchoolsGuidance.pdf>

If it is identified that a child or young person requires specialist support, we will involve relevant outside agencies. These are detailed in the section 'What expertise we can offer'.

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

The staff at Horspath are committed to working alongside parents in the education of their children.

We will always contact parents if we have a concern that a child or young person may have a special educational need.

We work closely with children 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 termly meetings, in line with parent evening meetings, using home/school diary, scheduled phone calls, online meetings.*

There are also opportunities for parents and children to contribute to our policies on SEN and Equality. We do this by: *feedback link on school website, suggestions box, parent focus groups, school council, pupil voice.*

Adapting the curriculum & learning environment

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 School Accessibility Plan. You can read it on the school website or ask for a paper copy from the school office.

At present we offer additional support in the following ways:

We are in the process of training an ELSA (Emotional Literacy Support Assistant) member of staff who works 1:1 with children.

We use intervention programs including 1:1 tuition, Rapid Maths, Code X, Language for Thinking volunteer reading helpers (when permissible again), precision teaching, Reading Eggs, Mathletics, SPIRALS & ELS to support the development of language, literacy and numeracy skills across the school.

The learning environment of the school is supportive to all learners and enables teachers to respond to predicted and un-predicted need, e.g. time out space, use of technology. Teachers use multi-sensory resources for all learners across all key stages to ensure that no stigma is attached to their use and use resources creatively to maintain engagement.

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.

What expertise can we offer?

Our SENCo has recently completed and passed the NASENCO qualification at Oxford Brookes University .

All staff have basic awareness level training in Dyslexia, Autism, Attachment Needs, Team Teach behaviour management, Health & Safety and Safeguarding.

We have staff members who have received enhanced training in Autism.

There is also a member of staff who is being trained at a specialist level in Emotional Literacy Support and another staff member has also been identified to start this training.

Teaching assistants are trained to support the particular needs of the children they work with.

A member of staff who holds two further PGCE qualifications in: Maths Specialist Teacher and Gifted & Talented Education.

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

Therapy services

Early Intervention

Children's Social Care

Hearing Impairment Service

Speech & Language Therapy

School Nurse Service

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>

At present, due to the current situation, some input will be online but we aim to have face to face contact as much as possible as they are considered essential workers so this is supported by our risk assessment.

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.

How do we know if SEN provision is effective?

The progress of all children/young people is tracked throughout the school through formal and informal methods of assessment. We use local and national data to access how well our children are achieving compared to others with SEND in other schools.

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 programs for groups of children we assess how successful they have been and use that information to decide on how best to run them in the future.

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 Insight pupil 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.
- For pupils with an EHCP there is an annual review each year, which involves all professionals involved in supporting the young person.
- 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.

The governing body evaluates the success of the education that is provided for pupils with SEN. The SENCo attends committee meetings as required to discuss SEN provision, including attainment and progress. Below is a summary of the progress made for 2017-2018 in writing, reading and maths.

SEN Progress across the school 2018-2019

Due to the Covid 19 situation it has not been possible to analyse data for the academic year 2019-2020. The data below is from 2018-2019

(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

9/17 (53%) pupils made expected or more than expected progress

4 /17(24%) pupils made accelerated progress Average Progress: +2.6

Reading

12/17 (71%) pupils made expected or more than expected progress

4 /17 (24%) pupils made accelerated progress Average Progress: +2.5

Maths

13/17 (76%) pupils made expected or more than expected progress

Average Progress: +2.6

It is important to look at each individual's 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.

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. We talk to parents and young people when planning trips so that everyone is clear about what will happen.

All children have access to the same wide range of extra-curricular activities provided by All Stars after school club.

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 and trusted adults.

We listen to the views of children/young people with SEN by involving them in their review meetings and involving them in pupil voice meetings.

We take bullying very seriously. We help to prevent bullying of children/young people with SEN by raising awareness of SEN and disability through assemblies, class based discussions, anti-bullying week and by following up incidents thoroughly.

We have are in the process of training up an ELSA (Emotional Literacy Support Assistant), Mrs Rebecca De Michelis Her role will be 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 will receive 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:

- PSHE small group support
- Y6 Buddying support
- Peer mediators and playground pals
- Spirals scheme in Foundation
- Talk time 1 and 2 programs in year 1 and 2
- Mr Good Guess intervention
- Lego Therapy
- Support from outside agencies, such as The Hub and PCAMHS
- Social Stories
- Language for Thinking – verbal comprehension
- Play Therapy
- Pragmatics exercises

Joining the school and moving on

We encourage all new children to visit the school before starting. For children/young people with SEN we arrange for staff to visit the child in their current setting wherever possible and to be fully involved in the transition planning.

A copy of the school's admissions policy can be found on the school website or a hard copy is available from the school office. This details the admission procedure for children with an EHCP.

We begin to prepare young people for transition into the next stage of their education by providing additional opportunities to visit their new school and inviting the school's SENCo to attend a meeting with the class teacher or ECHP review. In the summer term we also work with children to understand their worries and provide support where necessary.

Who to contact

If you are concerned about your child please speak to their class teacher in the first instance. You can also contact the SENCo.

If you'd like to feedback, including compliments and complaints about SEN provision Please contact the Headteacher (headteacher@horspathschool.org) or 01865 872702 or Governing Body: SEN governor (office@horspathschool.org) . We aim to acknowledge any complaint within 2 days and respond to any complaints within 7 days.

If you'd like impartial advice from Oxfordshire's Parent Partnership Service contact <https://www.oxfordshire.gov.uk/cms/content/contact-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:
[SEND: The Local Offer](#)

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