



Special Education Needs Information Report

Academic Year 2016-2017

1) Aims of our provision in regards to pupils with special educational needs and/or disability

The aims of our policy and practice in relation to special educational need and disability in this school are to:

- make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- ensure that children with SEN engage in the curriculum alongside children who do not have SEN.
- reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4#inclusion>
- use our best endeavours to secure special educational provision for children for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 - Communication and interaction,
 - Cognition and learning,
 - Social, mental and emotional health,
 - Sensory/physical.
- request, monitor and respond to parent/carers’ and children’s views in order to evidence high levels of confidence and partnership.
- ensure a high level of staff expertise to meet individual children’s needs, through well-targeted continuing professional development.
- support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of children.
- work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multiprofessional approach to meeting the needs of all vulnerable learners.

1) What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

Special Educational Needs: *A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.***

*Special educational provision means **educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England***

Disability: *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

2) The kinds of special educational needs (SEN) for which provision is made at St.Peter’s School

- Children with SEN have different needs, but the general presumption is that all children with SEN, but without an Education, Health and Care Plan (EHCP), are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the needs of children with SEN at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
- it would be unsuitable for the age, ability, aptitude or SEN of the child, or

- the attendance of the child there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

3) How does our school know if children need extra help?

We know when a child needs help if:

- concerns are raised by parents/carers, external agencies, teachers, the child's previous school or the child themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- screening, such as that completed on entry or as a result of a concern being raised, indicates a gap in knowledge and/or skills.
- whole school tracking of attainment outcomes indicates lack of expected rate of progress.
 - observation of the pupil indicates that they have additional needs

4) What should a parent do if it thinks their child may have special educational needs?

- If parents have concerns relating to their child's learning or inclusion, then please initially discuss these with your child's teacher. This then may result in a referral to the school SENCo whose name is Mrs Shelley Godfrey and whose contact details are sgod3312@st-peters-inf.oxon.sch.uk or by contacting the school office on 01993 842535.
- Parents may also contact the SENCo or the Headteacher directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

5) How will the school support a child with SEND?

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- classroom observation by the Headteacher, senior teacher/ SENCo, ODST Advisor
- ongoing assessment of progress made by children with SEND,
- work sampling and scrutiny of planning to ensure effective matching of work to individual child's need,
- teacher meetings with the SENCo to provide advice and guidance on meeting the needs of children with SEND,
- child and parent feedback on the quality and effectiveness of interventions provided,
- attendance and behaviour records.

Children with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in school and increase their access to the taught curriculum.

Next steps of learning are identified for each child against EYFS and National Curriculum to ensure ambition. Parents are informed of these via the reporting system and also at Parents' meetings.

Children's attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These children are then discussed in termly progress meetings that are undertaken between the class teacher and a member of the Senior Leadership team and if appropriate, the child themselves.

Additional action to increase the rate of progress will be then identified and recorded; this will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the child.

Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.

Action relating to SEN support will follow an assess, plan, do and review model:

1. **Assess:** Data on the child held by the school will be collated by the class teacher/SENCo in order to make an accurate assessment of the child's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the child will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the classteacher with advice from the SENCo.
3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets. Parents and the child will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment/outcomes.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the child.

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

- Local Authority Support Services
- Specialists in other schools e.g. teaching schools, special schools.
- Social Services
 - Health partners such as School Nurse and Child & Adolescent Mental Health Service

N.B. For a very small number of children, 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 (EHC) plan being provided.

6) How will children be involved in decisions regarding provision that can better meet their needs?

This school uses Individual Pupil Profiles for children with SEND. When appropriate these are completed in conjunction with the children who help to identify their abilities and strengths, their personal aims and the action they require to be taken by the school to reduce barriers to learning and social success. Each term, this information will be reviewed and the child's views gained on the effectiveness of the action taken so far to meet their needs.

7) How will the curriculum be matched to each child's needs?

Teachers plan using children's achievement levels, differentiating tasks to ensure progress for every child in the classroom.

When a child has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.

These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCo) and/or external specialists.

In addition, if it is considered appropriate, children may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

8) How will parents know how their child is doing?

Progress towards the identified outcomes and attainment will be shared with parents termly through feedback regarding SEN support reviews but also through the school reporting system and Parents' Meetings.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher or the SENCo, at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school administrator who will arrange this appointment for you. The contact number is 01993 842535.

9) How will parents be helped to support their child's learning

Please look at the school website. It can be found at www.st-peters-inf.oxon.sch.uk and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.

The class teacher or SENCo may suggest additional ways of supporting your child's learning.

The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.

If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.

11) How will the school evaluate the effectiveness of the SEN provision made for children?

The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and children on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for children with the same level prior learning level. This data will be shared termly with governors and be judged by external moderators such as Ofsted.

12) What support will there be for children's overall well-being?

The school offers a wide variety of pastoral support for children. This includes:

- an evaluated Personal, Social and Health Education (PSHE) curriculum that aims to provide children with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- child and parent voice mechanisms are in place and are monitored for effectiveness by the Governors.
- small group/individual interventions to support children's well-being are delivered to targeted children. These aim to support improved interaction skills, emotional resilience and wellbeing.
- the school has completed the Anti-Bullying audit which is reviewed annually.

13) Children with medical needs (Statutory duty under the Children and Families Act) (SE7 5)

Children with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.

Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014 and identified in the School Medicine Administration Policy.

14) What specialist services are available at the school? (SE7 Q6)

The school has access to a range of specialist support that will be consulted as necessary.

15) What training have the staff supporting children with SEND undertake?

In the last two years school staff have received a variety of training including:

- How to support children on the autistic spectrum
- How to support children with behavioural difficulties
- How to support children with emotional difficulties

Enhanced training has been provided to the SENCo through:

- attendance at termly SENCo briefings and OCC the inclusion conference
- regular visits from SEN specialist teachers, Educational Psychologists and the Behaviour Support Team who provide advice to staff on how to support the success and progress of individual children.
- visits by the NHS Speech Language Therapist to assess and plan support for targeted children which are then delivered by a trained Teaching Assistant.

16) How will my child be included in all learning activities outside the classroom including school trips?

Risk assessments are carried out and procedures are put in place to enable all children to participate in all learning opportunities outside the classroom and school trips.

17) How accessible is the school environment?

Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

18) How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective transition. These include:

On entry:

- A planned introduction programme is delivered in the summer term to support transfer for children starting school in September.
- Parents/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with all new parents of children who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- When a child transfers from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school:

- The transition programme in place for children provides a number of opportunities for children and parents to meet staff in the new school.
- In 2019-2020 when the school has Year 5 children on roll those with an EHCP will begin the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For children transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.

- The records of children who leave the school mid-phase will be transferred when the receiving school confirms that their child has been enrolled at their school.

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of children with SEND from a number of sources that includes:

- A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
- The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
 - For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.

This funding is then used to provide the equipment and facilities to support children with special educational needs and disabilities through support that might include:

- Targeted differentiation to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc.)
- In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc.)
- Out of class support (relationship building, social, emotional skills development,)
- Small group work to enable catch up (subject or targeted at additional need)
- Specific support, advice and guidance is provided to parents and families to improve child's readiness for learning (relating to child's difficulties in attendance, behaviour, physiological and emotional needs etc.)
- Provision of specialist resources or equipment (eg use of ICT)
- Access to targeted after school clubs
- Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
 - Implementation of strategies from support agencies e.g. Behaviour Support/Educational Psychologist

In addition the Pupil Premium and Service Premium funding provides additional funding for pupils who are in receipt of Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of Pupil Premium funding is published on the school website.

19) How is the decision made about how much support each child will receive?

For children with SEN but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the headteacher and SENCo, taking into account advice provided by all external agencies and any information provided by the parents.

For children with an EHCP, this decision will be made with the involvement of parents when the EHCP is being produced or at an annual review.

20) How will I be involved in discussions about and planning for my child's education?

Parents will be involved in discussions with the class teacher and SENCo during parent meetings. Where there has been involvement of external agencies, parents will be invited to attend meetings and be involved in planning for their child's education.

21) Who can I contact for further information or if I have any concerns? (SE7 Q 14) (Schedule 1: Point 9)

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact your child's class teacher, the SENCo or Headteacher.

If you wish to make a complaint, please see the school's complaints policy on the school website.

22) Support services for parents of pupils with SEN include:

- Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children with SEND and will direct visitors to their nearest IAS service
<http://www.iasnetwork.org.uk/>
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here
<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here
<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

23) Information on where the Local Authority's Local Offer can be found.

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

References

Schedule 1 of The Special Educational Needs and Disability Regulations 2014.

The SEND Code of Practice (January 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Supporting pupils at school with medical conditions Sept 2014.

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

SE7 Local Offer: Framework and Guidance. <https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>

Glossary (A glossary of SEND terms is included in the appendices of the SEND Code of Practice

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf