Special educational needs (SEN) information report

Sunningwell C of E Primary School

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

Our SEN policy and other key policies can be found on our website.

1. What types of SEN does the school provide for?

Sunningwell C of E Primary School provides for children and young people with a wide range of special educational needs including those with:

- Communication and interaction needs; this includes children who have speech language and communication difficulties including autistic spectrum conditions.
- Cognition and Learning needs; this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- Social, Emotional and Mental Health needs.
- Sensory and/or Physical needs; this includes children who have visual or hearing needs, or a physical disability that affects their learning.

As a school with a strong Christian ethos, we acknowledge and celebrate the fact that each child is unique and is a valued part of our school community.

2. What expertise can we offer?

Our special educational needs coordinator (SENCo) is our Deputy Head Teacher Mrs Dell. She is a qualified teacher and holds the National Award for SEN Coordination.

She works closely with the Head teacher and the SENCo administrative coordinator to oversee the provision and monitoring of children's learning and progress throughout the school and to support the families of those children with special educational needs.

Our special educational needs administrative coordinator is Pearl Givinchi. She has undergone Drawing and Talking therapy, Pastoral Care and Life Coaching training.

All of our teachers receive in-house SEND training and are supported by the SENCO to meet the needs of pupils with SEND. This includes Adaptive Teaching and the Graduated Approach. Our teaching assistants receive training to support needs of children they work with.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

SENDISS, who support children with communication and language, sensory needs and physical needs

Educational psychologists

Speech and Language Therapy

Health services (GP, Paediatrician, School Nurses)

Child and adolescent mental health services (CAMHS)

Oxfordshire School Inclusion Team

Children's Social Care

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4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include reading, writing, number work, finding social situations difficult or showing big emotions that are tricky to manage.

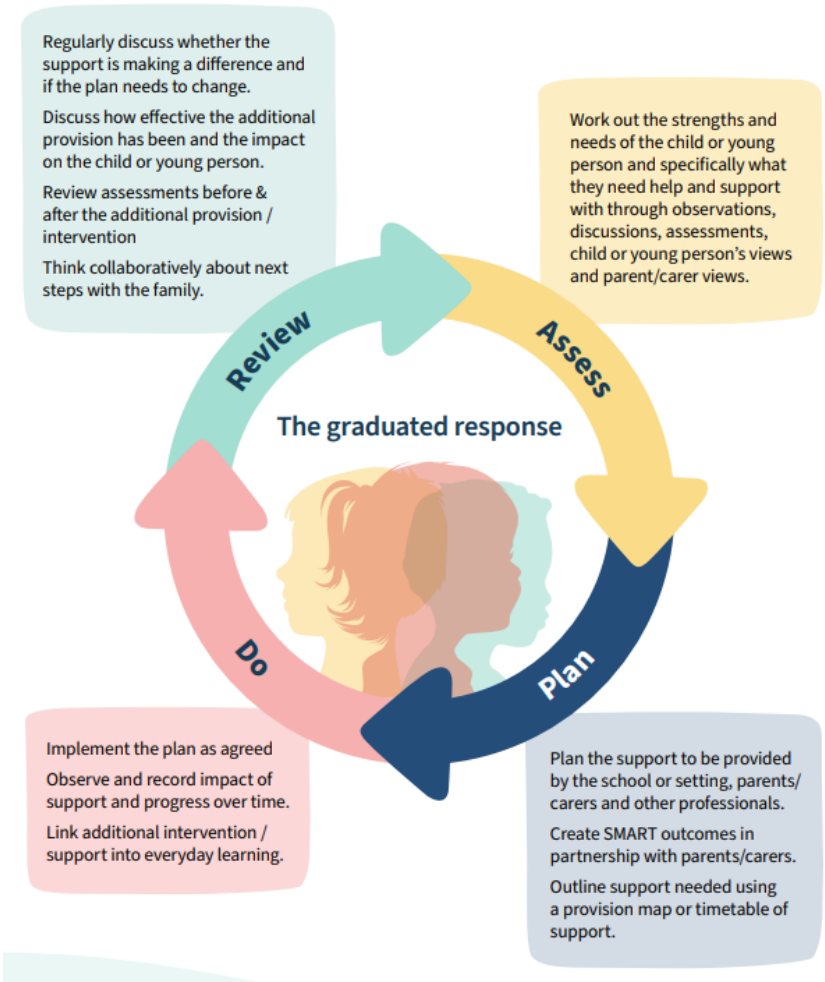
If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will support the pupil to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled. If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO and will contact you to discuss the possibility that your child has SEND.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. If we decide that your child needs SEND support, we will create a pupil profile based on your child's needs and your child will be added to the school's SEND register.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' from Oxfordshire County Council's 'Ordinarily Available SEND Provision' to meeting your child's SEND needs. Click here to see it: Ordinarily Available SEND Provision

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



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As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will meet at least twice a year to discuss your child's progress.

Your child's class teacher will meet you to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

Attend meetings to discuss their progress and outcomes

Prepare a presentation, written statement, video, drawing, etc.

Gain pupil voice prior to the meeting which can be shared at the meeting.

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

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These adaptations include:

- Adapting our curriculum to make sure all pupils can access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as coloured overlays, task frames, visual timetables etc.
- Teaching assistants will sometimes support pupils on a 1-to-1 basis.
- Teaching assistants will sometimes support pupils in small groups.

We may also provide the following interventions:

- Drawing and Talking: a gentle therapy that allows the child to express in a visual form, worries and preoccupations from deep in the mind that they may otherwise not have the opportunity to talk about.
- Fine Motor Skills: a programme that involves a variety of activities to control small movements with fingers and improve hand-eye coordination. These include using different textiles, threading, cutting, writing, games etc.
- Gross Motor Skills: a programme that involves a variety of activities to control body movements. These include balls skills, using different parts of the body to move objects, balance, yoga etc.
- 1-1 Reading: a voluntary reading programme where volunteers read with pupils to build on reading skills.
- Hamish and Milo: a range of SEMH intervention programmes that enhance PSHE and focus on key emotional themes.

9. How will the school evaluate whether the support in place is helping my child?

A clear understanding of your child's SEND is the best starting point for judging how well they are doing at school. Working with the school on knowing what they find difficult and how barriers to their learning can be lessened or removed allows realistic learning goals to be set for your child. These goals are written into pupil profiles and EHCPs and revisited at reviews.

While it is important to be ambitious for your child, it is also important to judge their success against their difficulties and previously set goals. The progress of all children/young people is tracked throughout the school through a range of Teacher assessments, tests, focused work, observations and discussions. In addition, for children/young people with SEND 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.

The key to success is for school and yourselves to engage in regular dialogue about how effective your child's support is, and to agree changes to it where necessary. The effectiveness of the SEND interventions used across the school generally is regularly monitored, and this information helps to inform decisions made about the provision made for individual children.

The school will also provide you with information about your child's progress and attainment against age-related expectations. This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

Information about how the governing body evaluates the success of the education that is provided for pupils with SEND is through governor meetings and SEN Governor and SENDCo monitoring meetings.

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10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant time
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

11. 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 of our extracurricular activities and school visits are available to all our pupils, including our before and after-school clubs. All pupils are encouraged to go on our school trips, including our annual whole school trip and our residential trip to Youlbury in Class 4.

All pupils are encouraged to take part in all aspects of school life, including sports day, productions and visits to places linked to their topics. No pupil is ever excluded from taking part in these activities because of their SEND or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included. This is in partnership with parents and relevant outside support agencies when appropriate.

There is information about activities and events for disabled children and those with SEND 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

14. What does the school do to support the wellbeing of children/young people with SEN?

All children have the opportunity to share their views through their school paliament representatives. We listen to the views of children/young people with SEND by gathering their views by using an all about me, communication passport or in person during review meetings.

We take bullying very seriously. How we help to prevent bullying of children/young people with SEND is outlined in our behaviour policy.

15. Joining the school and moving on

We encourage all new children to visit the school before starting. For children/young people with SEND we will meet with parents and children, gather information from previous schools and agencies and where possible ensure the correct level of support is put in place as soon as practicable.

We begin to prepare young people for transition into the next stage of their education by extra visits, meeting relevant adults and ensuring all relevant information about the children is passed on to the future educators.

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16. Who to contact

If you are concerned about your child, the first port of call will always be your child's teacher. You can do this by asking for an appointment at a time to suit you and the teacher – you can get in touch when you drop off/pick up your child or by leaving a message with the school office for your child's teacher to contact you. The teacher will pass your concerns on to our SENDCo, Mrs. Dell.

At Sunningwell CE School we welcome feedback from parents. If a parent or guardian is concerned about SEND provision for their child, initial contact should be made with the class teacher. A meeting will then be arranged, which may include the Head teacher and/or SENCo, to discuss the concern.

If you'd like impartial advice from Oxfordshire's SENDIASS Service (formerly Parent Partnership) contact:

SENDIASS Oxfordshire | Information, advice & support in Oxfordshire (sendiass-oxfordshire.org.uk)

In the event of a formal complaint concerning SEND provision, parents/guardians are advised to contact the Headteacher and follow the school's complaints procedure in the first instance. Parents may also contact the Governing Body. Government publications regarding parents' rights are available in school.
Oxfordshire's Local Offer contains lots of information for parents. Click below to see it:

Oxfordshire SEND local offer | Oxfordshire County Council

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