

# St. Andrew's C.E. Primary School Special Educational Needs



## Report to Parents of Children in the Mainstream School

November 2017

This report sets out information about the ways in which St Andrew's CE Primary School meets the provision for children and young people with special educational needs (SEN).

### About our School

St Andrew's CE Primary School provides for children and young people with a 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:**  
This includes children who may have behavioural difficulties relating to emotion conditions such as anxiety or depression.
- **Sensory and/or Physical needs;** this includes children who have visual or hearing needs, or a physical disability that affects their learning

We have 281 pupils and 21 children are currently registered as having additional needs.

### About our SEN team

Our SEN team is led by our SENCo, Mrs Lucy Wade.

We also have a Home School Link Worker, Sarah Weston who supports families and children across the school.

The team work closely with the Headteacher and all staff to monitor the progress of children's learning and they oversee the provision for children with additional needs.

The SEN department can be contacted by calling the school office:

Tel: 01844 351035

Email: [office.3182@st-andrews.oxon.sch.uk](mailto:office.3182@st-andrews.oxon.sch.uk)

Our link Governor for SEN is Mrs Laretta Milligan.

Our SEN policy and our Equality Policy Plan can be located on the School Website [www.st-andrews.oxon.sch.uk](http://www.st-andrews.oxon.sch.uk)

## How do we identify and give extra help to children and young people with SEN?

St Andrew's CE School uses Oxfordshire County Council's guidance on 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'.

The guidance sets out:

- How to identify if a child or young person has a special educational need.
- How to 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.

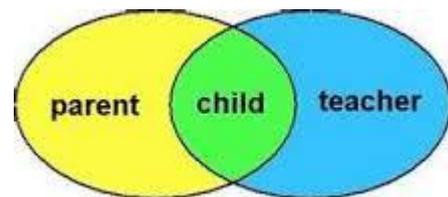


Click here to read it:

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

### Working in partnership with parents.

At St Andrew's CE School we believe that working in partnership with parents towards agreed outcomes and goals is the best way to support our children.



### How do we do work with and communicate to parents and 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 communicate to parents by:

- Completing a Pupil Profile. This is written with the parents, child and teacher. It highlights the child's strengths, barriers to learning and how we can make in class adjustments. It also highlights any intervention they need and key learning targets which are reviewed three times a year, usually in terms 2, 4 and 6 (in line with parents evenings).
- Scheduled telephone calls.
- Parents evening - twice a year.
- Additional meeting if needed.
- Home school communication where appropriate.
- Ensuring parents/carers can speak to the class teacher at the end of the day.

Appointments can be made to see the SENCo or class teacher by phoning the school office.

## **Adapting the curriculum**

We offer a broad and balanced curriculum for all children and young people including those with SEN. 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 our school website. Teachers are responsible for the progress of all children and lessons are differentiated to ensure success and progress for everyone. Teachers encourage and support children to have a 'growth mindset' and to develop skills in independence, resourcefulness and resilience. Resources such as; writing frames, word banks and Numicon help children to increase their confidence and enable them to become independent learners.

## **Interventions:**

In addition to the core curriculum the school offers many different types of interventions. They are matched to meet the needs of the children and the year groups the children are in. Some of the different interventions we use are:

- Early morning interventions
- Nurture groups (Spirals, ELSA)

## **What expertise can we offer?**

All members of the SEN department are trained to complete Common Assessment Frameworks with families and to run 'Team Around the Child' and 'Team Around the Family' meetings. Staff training is undertaken in various aspects of SEN according to the needs to ensure that the provision made and support given to pupils is appropriate and effective. Training needs are reviewed as part of staff CPD and may take the form of attendance at an external course on particular conditions,

Staff have a basic awareness level training in high incidence special educational needs. We have staff who have received enhanced training in team teach, which support children and staff in de-escalation strategies. Teaching assistants are trained to support the particular needs of the children they work with.

## **Specialist and External Support**

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
- Child and Adolescent Mental Health Services (CAMHS)
- Primary Child and Adolescent Mental Health Service (PCAMHS)
- School Nurse Service
- Oxfordshire School Inclusion Team
- Therapy services
- Early Intervention Support from Early Intervention Hubs
- Children's social care

Information about these services and what they can offer can be found on the Oxfordshire County Council SEN web pages by clicking on the link below:

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

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 ongoing assessments as well as formal assessments three times a year. There are Pupil Progress meetings held at least four times a year where all children's progress is discussed and interventions or support is planned.

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 and standardised scores.

When we run special intervention programmes 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. Information about how the governing body evaluate the success of the education that is provided for pupils with SEN is contained in the governors' annual SEN report.

### **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.

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/fisd/disabilities>

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](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. We encourage all children to talk to their class teacher if they have a problem. The SEN department works closely with children with emotional or behavioural difficulties to enable them to feel safe and supported in school. We support in a range of ways either in small group or 1 to 1. This could be through a nurture group, gardening, drawing and talking.

We take bullying very seriously and it is not tolerated. We help to prevent bullying of children/young people with SEN by following our School Behaviour Policy and

celebrating all success and adapting the environment and activity to ensure successes. Where appropriate the needs of individuals are discussed with the class, (with appropriate permission) in a sensitive manner. We have two teachers trained as anti-bullying ambassadors in school.

### **Joining the school and moving on**

We encourage all new children to visit the school before starting. For children/young people with SEN we have additional visits for parents and children both in our setting their setting and at their homes. For children with SEN a meeting with the SENCo is recommended

We begin to prepare young people for transition into the next stage of their education or training by a transition programme called Pioneers which is adapted to meet the needs of vulnerable pupils. They receive either small group additional visits or 1:1 where appropriate.

### **Who to contact**

If you are concerned about your child please talk to your child's class teacher in the first instance. If you'd like to feedback, including compliments and complaints about SEN provision please contact the school. In the event of a formal complaint concerning SEN 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. Government publications regarding parents' rights are available in school.

If you'd like impartial advice from Oxfordshire's Parent Partnership Service now known as SENDIASS 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: <https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-sen>.

**In Summary** - The governors and staff at St Andrew's CE Primary School recognises percentages of pupils with SEN making expected progress can vary for each subject within each cohort and where the actual number of pupils with SEN in a particular cohort is small the data may not be statistically valid. Whilst mindful of the use of data for future strategic planning, at St. Andrew's we focus on each individual pupil and target support specifically for their needs to enable them to make the most progress they can.

Signed: *Simon Pollard* (Chair of Governors) December 2017