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Stanton Harcourt CE
Primary School

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SEN Information Report 2014

What is meant by 'Special Educational Needs and Disabilities?' (SEND)

A Special Educational Need and Disability (SEND) is defined as those children who:

- Have significant defined difficulties over and above those generally experienced by the majority of his or her peer group.
- Have a disability which prevents or hinders them from making use of the educational facilities generally provided (Code of Practice 2014)

About Our School

Stanton Harcourt School is committed to creating a fully inclusive environment that meets the special educational needs of all children, enabling them to fulfil their potential across the whole curriculum including those with:

- Communication and Interaction needs;

This includes children who have speech and 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

In order to achieve this, our school endeavours:

- To ensure the early identification, assessment and registration of children with SEND.
- To develop strong links within the Eynsham Partnership Academy (EPA), with the Local Authority, parents, outside agencies, other professionals and schools.
- To provide SEND training opportunities for all staff.
- To monitor the progress of SEN children regularly through review meetings and tracking procedures.
- To plan teaching and learning in all areas of the curriculum with all pupils in mind.
- To seek and take into account the view of the child whenever possible.

Responsible Persons

- The Governing Body
- Headteacher
- Special Educational Needs Coordinator (SENCo)
- Class Teacher

The named SEN Coordinator for the school is Mrs. Sarah Gray. She can be contacted on 01865 881948. A member of the Governing Body Mrs Laura McEachern is our Special Needs Governor, she can be contacted through the school office. Our SEN policy can be found on our website. Our Equality Scheme and Accessibility Plan can be found on our website.

The Special Educational Needs (SEND Code of Practice 2001, which was revised in 2014) provides guidance on the duties of schools, local authorities and others working with children who have SEND.

The revised Code of Practice focuses on meeting the needs in the classroom. All staff have the responsibility of meeting the needs of each individual in their class to the best of their ability with or without a formal assessment.

Learning and Teaching

The children are at the heart of Stanton Harcourt Primary School and learning and teaching strategies are matched to their individual needs. This includes where necessary working in small groups or 1:1 with an adult to consolidate skills and knowledge. We have highly trained and skilled staff working with the children on a range of learning strategies. Children are made aware of their targets and work hard to achieve them supported by a differentiated curriculum that has been matched to the needs of all our learners. We are in regular contact with a wide range of outside agencies including Speech and Language Therapy, Occupational Therapy, Physiotherapy, Educational Psychology and SNAST who are able to offer us support and advice when necessary.

Identifying and Assessing SEND

Despite high quality teaching there may be some children who do not make progress as expected. Some of these children may have a special educational need which requires further support which is additional to or different from that which is normally provided within a child's peer group. The SEN Code of Practice 2014 refers to this as SEN Support. Staff monitor the children in their care constantly, getting to know their individual needs very quickly.

Assessments for learning occur at the end of each topic. The school provides four types of action referred to as a graduated approach. When a concern is raised by either the class teacher or the parent the school will;

- **Assess**

The class teacher and SENCo decide if the child has a significant learning difficulty. The views and experience of the parent will also be taken into

account, along with the views of the child where appropriate. If relevant, advice may be taken from external services. Assessment is reviewed frequently.

- Plan

If it is decided that the child requires SEN Support, parents are informed and a plan is drawn up. The plan will detail interventions and support which will take place and expected impact on progress. The plan is reviewed at least termly with parents.

- Do

The class teacher remains responsible for working with the child on a daily basis. The teacher works with teaching assistants and the SENCo to assess the impact of the interventions. Further specialist services may also be involved in supporting the child.

- Review

Regular reviews take place to monitor the progress of the child. From the review further targets and interventions may be decided.

Stanton Harcourt also has particular regard for Looked After Children.

Teachers employ standardised assessments. Discussions occur within the year group and they consult regularly with the SENCo. Outside agencies are invited into school to verify concerns and offer strategies and support.

Parental Involvement.

Parents are informed of any concerns staff have regarding their children to help us with our assessment and understanding of their needs. Staff meet with parents at least once a term. This is usually in line with parents' meetings, more regularly if necessary to identify their concerns; obtain information and discover ways in which they can support their children. From January 2015, a pupil profile will be set up for each child on the SEN register which will include the child's individualised targets. This will enable the child to overcome barriers to learning. These profiles will be set with the agreement and support of the parents of our children. IEPs are reviewed at least termly and the targets are discussed with the children.

Parental consent is always sought before any involvement of an outside agency and parents have the opportunity to meet privately in school with the representative from the agency to discuss their concerns.

We work closely with families and social care practitioners and family intervention support staff where there are safeguarding or child protection concerns. Appropriate services and support are signposted for families including assessments for short breaks.

If a child has an Educational Health and Care (EHC) Plan this must be reviewed annually and all parties involved with the child are invited, including parents or carers. Both parents/carers and the child's views are sought, recorded and considered.

Additional Support

Additional support within school is available to the children in the form of small group or 1:1 teaching. The children are supported in their learning of Phonics, Maths, Fine and Gross Motor Skills, Handwriting, Social Skills and Speech and Language.

If the child makes little or no progress over a sustained period and continues to work at levels significantly below his/her peers, despite the interventions that our school have put in place, we will then request the involvement of outside specialist support services.

- Educational Psychologist
- Autism Outreach Service
- SENSS, who support children with communication and language, sensory needs and physical needs
- Behaviour Support
- Occupational Therapy Service
- CAMHS (Child and Adolescent Mental Health Service)
- Early Intervention

Information about these services and what they offer can be found on the Oxfordshire County Council SEND web pages entitled 'local offer'.

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

We always discuss the involvement of specialist SEND services with parents first.

We also work collaboratively with other services and organisations that may be involved with a family, with their permission.

We take bullying very seriously. We help to prevent bullying of children/young people with SEN by following our Anti Bullying Policy and acting on concerns immediately.

Stanton Harcourt is an inclusive school and may offer, if our budget allows, the following range of provision to support children with SEND.

Interventions

Access to a supportive environment

- Specialist equipment, including IT to access the curriculum where appropriate
- Use of coloured overlays for reading
- Prompt and reminder cards for organisational purposes
- Visual picture strips or instructions to support behaviour or understanding of a task
- Use of visual timetables.

Provision to facilitate or support access to the curriculum

- Small group work supported by the Teaching Assistant (TA) or the Class Teacher (CT)
- 1:1 support in the classroom from the TA or CT
- Breaking down of activities into small chunks
- Repetition of instructions and key information
- Use of specialist equipment such as seating, writing slopes, pencil grips, writing guides or IT equipment

Strategies to support and develop literacy

- Small group support in class
- 1:1 support following a planned programme
- Frequent reading practice with an TA or Class Teacher

Strategies to support and develop numeracy

- Small group support
- 1:1 support with TA or Class Teacher

Social Skills programmes/support strategies to enhance self-esteem/ reduce anxiety

- Circle Time is used to help the children to increase their “Emotional Vocabulary”. Issues are raised and explored by the children and they are helped to find resolutions.
- Social Stories are used when necessary.
- A Buddy Bench
- Sensory area (pond area in development!)
- Use of buddies at play times

Strategies/ programmes to support Speech and Language

- Intervention programmes from a Speech and Language Therapist delivered by a TA.
- Visual support for language

Strategies/programmes to support Occupational Therapy/Physiotherapy Needs/Motor Needs.

- Intervention programmes from an occupational therapist or physiotherapist
- Provision of equipment advised by the Occupational Therapist
- Strategies and advice from CYPIT Toolkit (Children and Young Peoples Integrated Therapies)

Strategies to support Behaviour

- Use of school's Positive Behaviour Policy, available on the website
- Use of Home/School Books with parents/carers, praise, rewards and when necessary sanctions.
- Use of Circle Time activities offering strategies
- Implementation of programmes of support as advised by CAMHS

Strategies to support Visual or Hearing Impairment

- The School works closely with all relevant outside agencies and follows their recommendations.

Strategies to support any Medical Needs

- Medical Healthcare plans are written in conjunction with health professionals and parents
- Specialist training is sought from the schools' nursing team if deemed necessary

Extra Activities

Children have the opportunity of attending a wide range of extra curricular clubs. These range from football, drama, eco, art and crafts, multi skills, orchestra, ukulele, to many others. Children enjoy visits outside of school in each of the classes which are well planned and supported by staff.

Meeting Social and Emotional Needs with children with SEN

Our children are looked after carefully both in the classroom and the outside areas. We use the SEAL and Family Links programme throughout the school. Circle Time is used to explore feelings, voice concerns and find solutions to social and emotional issues that may arise in the class. Children have the opportunity to discuss issues with their class teacher or the TA assigned to their class. Children who may need further support may be offered the opportunity for more individualised time with a Class teacher or TA.

What expertise can we offer?

Stanton Harcourt is committed to Continuing Professional Development (CPD) for all its staff. The SENCo is currently studying for the National SENCo Award qualification. All members of staff have basic awareness level training in dyslexia, speech and language and autism. Teaching assistants are trained to support the particular needs of the children they work with. The school audits its needs for training against its current and future needs and from this develops a programme of training. Training may be secured from expertise within the school or outside services may be asked to provide training. Staff members attend training delivered outside school as required. We are also now in close links with the rest of the partnership schools since becoming part of a Multi Academy Trust which includes Bartholomew School, Eynsham as the secondary school. The SENCO attends regular meetings provided by the Local Authority to keep up to date with provision for SEND in Oxfordshire.

Transitions

We are very aware at Stanton Harcourt School how times of change can affect both our children and their families. For this reason our children are well supported during transition stages. Whether the transition is between year groups, moving to our feeder school or new children joining our school we ensure that it is done gently. We encourage all new children to visit the school before starting. For children with SEN we can offer additional settling in sessions. We have transition days in Year 6 for the children to spend time at Bartholomew School. There may be additional provision for SEN children and their transition, i.e., personalised visits to their new school.

Who to contact

If you are concerned about your child please contact the school directly.

If you'd like impartial advice from Oxfordshire's Parent Partnership Service contact <https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

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>