



Stanton Harcourt
CE Primary School

Special Educational Needs & Disability Report 2021-22

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Special Educational Needs and Disability (SEND) Report – Guide for parents:

The Special Educational Needs and Disability Report is organised into 24 sections. Some of the key pieces of information you might want to find quickly are highlighted below as questions. The answers to these questions are at the stated numbered section and a link provided.

What does the term Special Educational Needs mean and what needs does the term cover?

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SEND report sections:

1. What is meant by “Special Educational Needs?”

A child or young person (CYP) has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A CYP is considered to have a learning difficulty or disability if they:

Have significantly greater difficulty in learning than the majority of others of the same age.

OR

Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age.

(Code of Practice 2014)

Aims:

Stanton Harcourt School is a fully inclusive school. The Governors and staff of this school recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident, independent individuals.

We aim to:

- ensure that our curriculum is responsive to all children whatever their individual need.
- promote positive attitudes and individual confidence, ensuring all children experience success.

- identify, assess, record and regularly review pupils' special educational needs.
- encourage parents/guardians to be involved in planning and supporting at all stages of their child's development.
- make effective use of support services

2. What are our school's admission arrangements for pupils with SEN or disabilities?

Stanton Harcourt Primary School welcomes all children regardless of special needs or disability. Pupils with additional needs may have extra visits before starting school and there will be close liaison with parents to ensure that the correct arrangements are in place.

3. How does the school identify pupils with SEN and/or disabilities and assess their needs?

The school uses Oxfordshire Local Authority SEN Guidance, including SEN descriptors under the 4 main SEND categories, as a guide for the identification, assessment and provision for SEN. The school's SEN policy outlines criteria in detail (Section B2). Ellie Pascoe is the Special Education Needs Co-ordinator (SENCo) at the school and can be contacted on 01865 881948. The Special Education Needs and Disability (SEND) Governor is Jenny Faulkner. The SENCo meets termly with the SEND Governor to discuss SEND provision across the school.

The SENCo meets termly with Jenny Faulkner (SEND Governor) to discuss SEND provision across the school. SEND is monitored throughout the school by the SENCo who updates the SEND register as necessary and liaises with teachers to plan interventions and to plan effective deployment of teaching assistants. Teaching staff regularly discuss progress with teaching assistants, and this is then discussed at pupil progress meetings. The SENCo and Head teacher analyse data on a termly basis to monitor levels of progress in different cohorts.

4. What are our school's access facilities for pupils with SEND?

Being an inclusive school is more about a whole school ethos, supported and put into practice by our school, rather than just a statement. We ensure that all children, including those with special educational needs and / or disabilities, receive a broad and balanced curriculum.

As part of our open-door policy, parents can talk to us at any time about any activities that happen at school. Educational visits outside of school including any residential trip are planned and managed with the needs of all children in mind and with close liaison with the agencies that manage these activities.

5. What happens if my child is not making the same progress as other children?

If the school has concerns that a child is finding certain aspects of learning difficult we will bring together all the information needed to get a more detailed picture of the child's needs. If as a parent, you have concerns then it is always best to discuss any concerns you have about your child with their class teacher. Section 11 *'If I have a concern regarding SEND, who do I go to?'* This report outlines the school's procedures for addressing any concerns. The school uses Oxfordshire County Council's "Identifying and Supporting Special Educational Needs" handbook (2014) as a way of helping to identify SEND and determine what level of support should be expected.

This is intended to help all schools have the same approach, wherever they are in Oxfordshire, and covers the four broad areas of SEND:

- Communication and interaction needs (*Including Autistic Spectrum Disorders*)
- Cognition and learning needs (*including specific learning difficulties such as Dyslexia*)
- Social, emotional and mental health needs (*including Attention Deficit Hyperactivity Disorder*)
- Sensory and/or physical needs (*including hearing or visual impairment*)

This tool helps to identify whether pupils are requiring additional support within school and identifies the next steps/intervention which may be suitable for that child to move forward. With discussion with the Class teacher, Special Educational Needs Coordinator (SENCo) and parents it may be felt that a child will be categorised as requiring SEND Support. This means that a child may benefit from specific support within the school or from an external agency. They will be placed on the school's SEND register, which is monitored centrally by the local authority.

6. Primary Needs at Stanton Harcourt Primary School:

At the end of the academic year, there were 21 pupils on the register, 17% of the children on roll (123). Within Stanton Harcourt Primary 1 pupil has a confirmed Education Health Care Plan (EHCP)

	Number of children (total 21)	% SEN Support
Cognitive and Learning	11	52%
Communication and Interaction	8	38%
Social, Emotional and Mental Health	2	10%
Physical Need	0	-

7. Support for the children

We believe that high quality first teaching is essential for all children, including those who have Special Educational Needs, and have robust systems in place to monitor the standards of teaching across the school. All our staff are highly effective at differentiating the curriculum for the needs of all the children in their class. Support staff are available in every year group to assist the teacher in providing the appropriate level of support needed. As well as the high-quality differentiated teaching that our children receive in class, children on the Special Needs register will be working towards specific targets in order to achieve their own individual outcomes. These will be reviewed termly and will include details of specific programmes / interventions that each child is receiving as part of their SEN provision. Both parents and children are involved in the review process.

Our staff are skilled at using a range of teaching strategies which cater for different types of learners. We are an inclusive school and wherever possible children are taught alongside their peers in clear differentiated groups. Children are taught in a range of groups which include whole class teaching, small group work and individual teaching. Individual support is used where needed, but we try to make all our children independent learners.

We follow the National Curriculum 2014 and Foundation Stage Curriculum. Where children need a personalised curriculum, this is planned by class teachers in liaison with the SENCo and, where needed, with relevant outside agencies. This personalised curriculum may be in response to the requirements set out in a child's Individual Education Health Care Plan.

Depending on a child's specific needs, the curriculum may need adapting, or specialist resources and / or equipment may be needed to access this. The school will endeavour to make sure that these adaptations are made and communicated to parents.

The school employs one Higher Level Teaching Assistant (HLTA) who can supplement the work of class-based and lunchtime staff to work with children on resolving behaviour issues and/or social issues.

We liaise with outside agencies such as the Communication and Interaction team and Speech and Language services, and Educational Psychologists, who suggest suitable resources to help children with significant social and / or communication needs.

Children with an identified Special Educational Need also have their own Pupil Profile. The profile is all about the needs and aspirations of the child and is jointly written by parents, the child, the class teacher and SENCo. Parents are invited by the class teacher to review the profile, to up-date it and review progress towards stated outcomes each term (three times a year). They can ask to see the SENCo, at a separate time or as part of the review with the class teacher.

Children who have an Education Health Care Plan will have these reviewed annually. Parents are invited to this review and comments and thoughts of the child form part of the meeting. The child is invited to attend at least part of the meeting if it is appropriate.

8. What resources and equipment are available for a child with identified SEND?

We use a variety of resources to support children with their specific special education need. These include: visual timetables, picture communication cards, feelings scales, specific Literacy and Numeracy intervention resources, timers, ear defenders, specialist chairs and specialised writing equipment.

Pupils have access to IT hardware such as notebooks and tablets to help engage with subjects they find difficult; practice basic skills; become independent learners. Resources and equipment are selected often following recommendation in assessment reports from external professionals. For example, resources recommended by the Autism Advisory Teacher. Resources are also selected following SEND training courses where resources are demonstrated or their effective use in other schools has been highlighted. Resources are also shared and recommended with the EPA SENCo group. In this way resources and equipment can be targeted for individual children based on effective use in other settings.

Evaluation of resources is carried out by the class teacher or teaching assistant in terms of its effectiveness in supporting access to learning and progress made with learning. If an external professional has recommended a resource, then the class teacher or SENCo will discuss its effectiveness during the next visit and this will be recorded in note of visit or assessment report.

9. What specific intervention programs and resources does this school offer?

Wave 1 – inclusive quality first teaching for all

Wave 2 – additional interventions to enable pupils to work at age related expectations

Wave 3 – highly personalised interventions

Cognition and Learning

Wave:	Support:	Pupils:
1	QFT: Differentiated I can outcomes, visual aids, modelling, visual timetables, plenaries, TA class support, access to a range of ICT, group work, positive reinforcement, topic word mats, sound and alphabet mats, coloured overlays/rulers, handwriting pens, pencil grips, concrete maths resources	All pupils as appropriate
2	Maths/Literacy booster groups, Plus 1/Power of 2, Small Assessments with Sandwells/Sandford, TA support, daily reading with an adult, small group phonic booster, PIXL interventions, ARCH reading	Some Pupils
3	1:1 Phonic support, Toe by Toe, scribe, access arrangements, Talking postcards, Educational Psychologist	A few pupils

Communication and Interaction

Wave:	Support:	Pupils:
1	QFT: Flexible teaching arrangements, increased visual aids, visual timetables, seating position, chunking of information and instructions, use of a fiddle toy, wobble cushions	All pupils as appropriate
2	Class support from TA, Colourful Semantics, Language for thinking, Early Years/KS1 Talkboost intervention, Now/Next boards	Some Pupils
3	Speech and Language support from SaLT, TA delivering SaLT targeted activities, input from Communications and Interaction Team, social stories, Lego Therapy, Educational Psychologist.	A few pupils

Social, Emotional & Mental Health Difficulties

Wave:	Support:	Pupils:
1	QFT: School behaviour policy, whole class and class reward systems, class rules/expectations, JIGSAW, Star Awards, visual timetables, positive reinforcement, regular communication with parents, fiddle toy, wobble cushion, zones of regulation, pastoral care, E Safety – addressed at an age appropriate level, Positive Behaviour Policy	All pupils as appropriate
2	Forest School, Group reward systems, support for unstructured time, social stories	Some Pupils
3	Individual behaviour plan or pastoral support plan, Support from the Communication and Interaction Team, 6 stages of Crisis, CAMHS referral, transition support, Lego Therapy, Educational Psychologist.	A few pupils

Sensory and/or Physical:

OT support

School Health nurse support for pupils / annual training for TAs

Fine motor skills

Adaptation of resources or tasks as needed

Writing slopes

Pencil Grips

Use of Laptops

Additional seats / wobble cushions

10. What specialist expertise does the school have access to?

There are members of staff within the school with specific expertise in SEND who are trained to support children and deliver particular intervention programmes. Additionally, the school can draw on the services of a range of external professionals including:

- Inclusion Consultant: *This is a traded service and the school buys support where necessary.*
- Educational Psychologist: *This is used adhoc*
- Special Educational Needs Support Service (SENS). *This includes the Physical Disability Team, Visual Impairment Team, Hearing Impairment Team, Communication and Interaction Team.*
- The Integrated Therapies Team. *This includes Physiotherapy, Occupational Therapy and Speech and Language Therapy.*
- School Health Nurse

- PCAMHS (*Primary Child and Adolescent Mental Health Service*)
- Locality Community Support Service (early intervention team / social services)

Both the school and parents/carers can access a wider array of services by searching through the Local Authority's **Local Offer**. Please follow the web links at the end of this document to access information and support from the local authority.

11. If I have a concern regarding SEND, who do I go to?

In the first instance it is always best to discuss any concerns you have about your child with their class teacher. Class teachers are responsible for the learning of all children in their class including pupils with SEND. Teachers are skilled at adapting and differentiating the curriculum to take account of individual needs. Teachers can take into account different learning styles and use them to ensure all learners are able to access the curriculum. Grouping arrangements are organised carefully to maximise learning opportunities for all.

It may be that the class teacher will consult with the SENCo and a meeting will be held to discuss a particular child. Parents are free to contact the SENCo at any time to discuss any issues or concerns that they may have. **Mrs Pascoe is currently the Special Needs Coordinator (SENCo) and works in the school Monday and Tuesday mornings.** The SENCo has responsibility for assessing children and ensuring that the appropriate type of help is provided. She is trained to deliver and run Team around the Family meetings. She liaises with external agencies such as Speech Therapists, Educational Psychologists, Locality Team and Outreach Teams.

12. How is a pupil with SEND monitored to ensure they are making progress?

All pupils who are on the SEND register children have a carefully planned Pupil Profile which lays out the strategies used by the child in class, additional support they receive during the week and outcomes they would like for the year. These Pupil Profiles are reviewed and updated with parents and pupils three times a year and the rates of progress made will inform what the next steps will be in their learning. Pupils' progress in Reading, Writing and Maths is also rigorously tracked by the class teacher through formal assessment points as well as through on-going marking and assessment of daily work. Class teachers use an on-line tracking system for pupils used by schools across the EPA.

The SENCo keeps a record of all provision which pupils are accessing in a School Provision Map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of the children are met, and resources are deployed as effectively as possible. The effectiveness of the intervention programmes is monitored by assessing their impact. Intervention programmes are continually under review. The school will seek external support/advice for children continuing to experience significant difficulties; this may involve an application for an Education Health Care Plan assessment

13. How are parents and pupils involved?

Parents are informed when the school is making special needs provision for a child and are actively involved in decision making regarding SEND. Parents of children with SEND meet with their child's class teacher and teaching assistant three times a year to review and set new Individual Pupil Profile targets drawing on current performance data. The SENCo attends all initial Pupil Profile meetings.

The views of pupils are an important aspect of the type of support they receive and the outcomes that are agreed on. Where possible children have been invited to attend their termly reviews or they were asked to discuss their progress with their teacher before the review took place. It has been a good opportunity for them to share in the discussion about their progress and to give their views about the next targets to focus on. We are constantly working to give all the children in our care as much involvement as possible in their learning, and to give them choices regarding their learning. Teachers include children's views in any discussion or reviews of the child's progress and needs.

All parents receive regular communication from their child's class teacher, both formally in the mid-year report; at Parents' Meetings in the autumn and summer term; as well as informally via email, phone calls or face-to-face.

14. What is an Education, Health and Care Plan (EHCP)?

"Education, Health and Care Plans" are for children and young people with the most complex needs. The creation and delivery of an EHCP is led by the Local Authority, with schools developing and reviewing plans and provision with parents.

Pupils with an EHCP have an annual review where progress is discussed, and targets set. Written reports are provided for this meeting and copies are sent onto the Local Authority.

15. How are pupils with SEND helped to access activities outside of the classroom?

All pupils 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. Parents and children are supported by the school to visit Outdoor Education Centres prior to a residential visit and so to meet with instructors at the centre.

16. Statutory testing access arrangements for pupils with SEND:

The SENCo along with Year 6 class teachers and Year 2 class teachers, may assess particular children if it is felt that they may qualify for additional time in their end of year SATs. Some pupils for statutory tests (Year 2 and 6) access them in a smaller environment and support for reading in tests or writing for pupils may be requested. (as appropriate and complying with test guidelines)
The school adheres to the current access arrangements for Key Stage 1 and 2 statutory tests.

17. Safeguarding:

All staff undergo safeguarding training which is refreshed every 3 years. Pupils are listened to and the overwhelming majority tell us that they feel safe at school. Leaders and staff work effectively with external partners to support pupils who are at risk or who are known to be vulnerable.

Ginny Bayliss (Executive Headteacher) is the named Designated Safeguarding Lead. Faye Tingley (Head of School) and Ellie Pascoe (SENCo) are Deputy Designated Safeguarding Leads and are all responsible for Safeguarding issues that arise in school. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation; all staff meeting agendas includes an item to give staff the opportunity to raise any safeguarding concerns. Policies and procedures are in place within the school to deal effectively with any safeguarding issues.

All staff, governors and regular volunteers receive Safeguarding training when they start at Stanton Harcourt School and then every three years. All staff, governors and regular volunteers undergo enhanced checks by the government Disclose and Barring Service (DBS). All Early Years staff and staff working with Foundation Stage children completed documentation in relation to the updated DfE Disqualification by Association guidance. (February 2015)

18. How do we manage smooth transition between years and between settings?

Early Years Transition

The SENCo and EYFS Lead will attend transition meetings for pupils with SEN making the transition from pre-school/nursery to reception. The class teacher will visit the child in their early years setting. Parents are invited to attend a pre-admission meeting. Any external professionals involved with supporting the child will also be asked to attend these meetings.

Moving on from Year 6

There are three transitional days over the course of the year for Year 6 to attend their feeder secondary school (Bartholomew).

Additional visits to the secondary school may be arranged for identified pupils if necessary. Key staff from secondary school will visit children in Year 6. In addition, the SENCo may attend end of year pupil profile meetings to meet parents of children with SEND, introduce themselves to the pupils and have a handover of paperwork/needs. There is a visit to Year 6 from the Year 7 lead at Bartholomew in the summer term.

Moving Schools:

If your child is moving to another school, we will:

- Contact the new school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- Make sure that all records about your child are passed on as soon as possible.
- Make a transition book/social story for them if we feel it will help to prepare a one-page profile for the new school. If your child joins us from another school, we will:
- Contact the school SENCo to find out any special arrangements or support that needs to be made for your child.
- Meet with parents to discuss any concerns and plan any support

Moving Classes:

A hand over meeting will take place between the present and the new teacher.

Transition visits to new classes are planned in the second half of the summer term. Identified pupils have a number of additional visits to the new class.

Social stories and transition books for children who would benefit, including photographs of the new classroom and learning area, and photos of the new class teacher and TA. These can then be taken home over the summer holiday to reduce anxiety leading up to September. The SENCo can also arrange for parents and their child to visit the school before the start of a new school year (usually during the staff Inset day in September) to also help reduce anxieties.

Curriculum overviews are provided at the beginning of term which provides information about arrangements for such things as homework, the curriculum topics and reading expectations.

19. SEND budget:

Government funding to school is based on three factors:

i) Core Education Funding the AWPU (Age Weighted Pupil Unit) – This is dependent on the total number of pupils in a school. Each pupil (both with and without SEND) is provided with a certain amount of funding to meet their educational needs.

ii) Additional Support Funding (ASF)

On top of the core education funding, schools are given an additional amount of funding to meet the special educational provision of pupils with SEND. This funding comes from a particular funding stream called either the designated schools grant or schools block. This funding forms part of a school's 'notional SEN budget'. Currently, the government suggests that a school should use their notional SEN budget to fund up to £6,000 worth of special educational provision for a pupil with SEND. This is an average figure, as not all pupils with SEN require special educational provision beyond the amount of £6,000. It should heavily depend on the individual needs of each pupil with SEN. Additional support funding is used for pupils requiring special educational provision, including, for example, the commissioning of external experts such as therapists to attend a school and provide support.

iii) Top up Funding If a school requires funding that goes beyond the maximum £6,000 to provide a pupil's special educational provision, then depending on the assessed needs of the pupil concerned, the school will make an application to the LA for additional funding to support the needs of an individual child.

What was our SEND budget last year (2021 - 2022) and how was it spent?

As a school we prioritise spending to support the needs of our children who have additional educational needs, disabilities and those who are at risk of underachieving. During 2021 – 2022 we spent in excess of £114,000 on educational support staff to prioritise the needs of all children including those with special needs and disabilities; to purchase resources including; additional equipment to support children with physical disabilities. We also used the money to access support from outside agencies, including input from an Educational Psychologist. The SENCo has 1.5 days a week to carry out her duties. This time is used to meet with parents, monitoring the teaching and learning of pupils with SEND in classrooms, monitor the progress of children with SEND, meet with external professionals, support and advise class teachers, carry out observations and assessments of individual pupils and maintain statutory records.

Attendance of SEN Pupils:	School Attendance Figure 2020 - 2021	School Attendance Figure 2021 - 2022
All pupils	97%	94%
SEN	96%	94%
Pupil Premium	97%	94%

20. Exclusions:

There were no exclusions in the academic year 2021 - 22

21. Interventions and Training this year:

- Rocket Phonics training – all staff
- Executive Functioning
- TA's had OXSIT training in supporting children to be independent learners and supporting children with SEMH difficulties

Our Speech and Language Therapist has trained several TAs on interventions which have been used to support the development of language with children across the school.

We have some visits from our Communication and Interaction advisor who provides support for teachers and TAs such as managing anxiety, developing children's memory and listening skills. The C&I team have also been in during Term 6 to support some children with transition.

The school has one ARCh volunteer who has been completing a reading program with 5 children in Year 3 and Year 4 this year.

A teaching assistant who has recently completed the Nuffield Early Literacy Intervention (NELI) will screen all reception children and begin interventions in the Autumn term.

Where it is considered necessary, teaching assistants may support children with SEND by delivering specialised programmes outside the classroom, or by providing small group support in the

classroom. Interventions are planned by the teacher after discussion with the SENCo; the majority of support is provided in maths, English and behaviour support

Impact of Interventions

How do we evaluate the effectiveness of our provision and what has been the impact?

Reviewing children’s academic outcomes, as well as the outcomes set on children’s individual pupil profiles enable the school and parents to see how well our children achieve academically and socially. Parent’s contribute very directly to pupil profiles with their views recorded and we record pupil voice through a questionnaire.

We evaluate the effectiveness of additional provision for children using the provision map in order to improve future outcomes. Senior Leadership Team regularly reviews the provision and achievements for our children with SEND to ensure the best outcomes for children and families. Provision, additional resources and teaching and outcomes are reassessed regularly to ensure they are making good progress.

Strategies that we have in place to support whole class teaching include: working walls, scaffolding, timely marking with time given for children to respond, differentiated tasks linked to learning objectives, visual timetables, social stories, coloured overlays, dyslexia friendly reading books, alphabet and phonics mats and concrete maths resources.

This year the following interventions have taken place to support our pupils with SEND:

Year group	Intervention	Impact
Foundation Stage	Talk Boost – 2 different groups Colourful Semantics Speech and Language Zones of Regulation	77% of children reached their ELG
Year 1	Booster phonics sessions Speech and Language Colourful Semantics Zones of Regulation	55% of children made expected progress or above s in reading, writing and maths combined
Year 2	Booster Phonic sessions Colourful Semantics Zones of Regulation	84% of children ARE above for reading 88% of children made expected progress or above s in reading, writing and maths combined
Year 3	Speech and Language Power of 2 Pixl Therapies Zones of Regulation ARCh Reading	82% of children are ARE or above for reading 85% of children made expected progress or above s in reading, writing and maths combined
Year 4	Toe by Toe Pixl Therapies Speech and Language Zones of Regulation	93% of children are ARE or above for reading and maths

	ARCh Reading	96% of children made expected progress or above s in reading, writing and maths combined
Year 5	Precision Teaching Power of 2 Zones of Regulation Pixl Therapies Speech and Language	77% of children made expected progress or above s in reading, writing and maths combined
Year 6	Speech and Language PiXL Therapies Zones of Regulation	95% of children achieved ARE or above in reading, 100% of children made expected progress or above in reading, writing and maths combined

Progress and Attainment

Section 22: SEND Data				
Attainment at the end of KS1 (Yr 2 Data): At or exceeding expected level	SEND attainment July 22	Non SEND attainment July 22	SEN Attainment July 2021	Non Send attainment 21
English: Reading	25%	100%	0%	63%
English: Writing	25%	100%	0%	63%
Maths	25%	100%	0%	75%

Attainment at the end of KS2 (Yr 6 Data) At or exceeding expected level	SEND Attainment July 2022	Non SEND attainment July 2022	SEND Attainment July 21	Non SEND attainment July 21
English: Reading	75%	100%	0%	87%
English: Writing	75%	93%	0%	73%
Maths	50%	93%	0%	75%

Progress of all SEN pupils KS1 and KS2 2021 - 22	SEN Attainment across school At or exceeding expected level	SEN Attainment across school At or exceeding expected level	SEND Progress across the school 6 steps or more	SEN Progress across school 6 steps of more
	July 2021	July 22	July 21	July 22
Reading	2/11 18%	7/18 39%	7/11 64%	9/18 53%
Writing	2/11 18%	5/18 28%	5/11 46%	10/18 59%
Maths	2/11 9%	5/18 28%	19/11 83%	12/18 71%

23. What if I have a complaint?

If you are concerned with your child's progress, or you have any concerns regarding your child's education, your first step should be to talk directly to your child's class teacher about your concerns. If your concern is not resolved by the teacher, you should then ask for a meeting with the SENCO, Ellie Pascoe who will do his best to help resolve the issue. If this still does not resolve the issue, you may choose to make a formal complaint by putting it in writing addressed to the Headteacher. The school's Complaints Procedure is available on the school website and a hard copy can be obtained from the school office.

24. Where can I find further information on SEND?

Our SEND Policy can be downloaded or read online via our school website:

<https://stantonharcourtschool.org.uk/>

If you are unable to access our website or would prefer a hard copy of the Policy, please contact the school office.

Useful web links

- Oxfordshire County Council's guidance "Identifying and Supporting Special Educational Needs in Oxfordshire Schools and Settings" may be found at:
- <https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducational/SEND/CompilationFoundationYearsandPrimary.pdf>
- Oxfordshire's Local Offer contains lots of information for parents. Click here to see it:
- <https://www.oxfordshire.gov.uk/cms/taxonomy/term/278>
- For information about a range of specialist support services go to the Oxfordshire County Council SEN web pages at:
- <https://www.oxfordshire.gov.uk/cms/public-site/support-services-send>

If you would 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>

If you'd like impartial advice from Oxfordshire's Parent Partnership Service contact:

- <https://www.oxfordshire.gov.uk/cms/content/contact-parent-partnership>
SENDIASS Oxfordshire offers informed and impartial support to parents/carers of children with SEN and/or disabilities, and children and young people with SEND. They can be contacted by:
Telephone: 01865 810516
Text: 07786 524294
Email: sendiass@oxfordshire.gov.uk