

SEN Information Report

Oakington C of E Primary School



Approved by: Local Governing Body

Date:

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1. Oakington C of E Primary School SEND Information Report and the Local Offer

What is the Local Offer?

The Children and Families Bill became enacted in 2014. This means that local authorities and schools are required to publish and keep under review information about services they expect to be available for children and young people with Special Educational Needs and/or disabilities (SEND) aged 0-25. This is the 'Local Offer'

<http://www.cambridgeshire.gov.uk/send>

1.1 The kinds of SEN that are provided for

Our Primary School is an inclusive school and may offer the following range of provision to support children with SEND, where the school has identified a need and staffing levels allow.

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

1.2 Identifying pupils with SEN and assessing their needs

The progress of every child in our school is assessed, monitored and discussed in termly pupil progress/structured conversation meetings. If any child is not making the progress we would expect, this is discussed with parents and support is put into place. Pupils are given a Pupil Passport with shared targets which are regularly monitored and reviewed. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

1.3 Interventions

Our school Head Teacher, Mr Nathan Clark, and our SENDCo, Mrs Alicia Lloyd, are responsible for advising Class teachers about the provision they make for children with SENDs and for overseeing our whole school provision. An appointment to see them can be made through the school office. All the interventions at our school are delivered by staff who have had training in running these groups. The provision in these groups is overseen by our SENDCo.

<p>Interventions</p> <ul style="list-style-type: none"> • The effectiveness of every intervention run in school is monitored by the use of pre intervention baseline assessments, which are repeated at least termly to monitor the impact the support is having on the children. Interventions are then modified if necessary in light of these assessments. • A whole school provision map is updated termly
<p>Social Skills programmes/support including strategies to enhance self-esteem</p> <ul style="list-style-type: none"> • practical skills programme for a small group of children
<p>Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)</p> <ul style="list-style-type: none"> • Use of appropriate visual timetables • Pre-teaching of strategies and vocabulary • Access to a laptop/ computer • Supportive computer programmes and iPad apps e.g. Clicker • Specialist equipment to access the curriculum • A dyslexia friendly environment
<p>Strategies/programmes to support speech and language</p> <p>Interventions from Speech and Language Therapy Service (if the child meets the threshold level required for their support)</p> <ul style="list-style-type: none"> • Implementation of their programmes by Elklan trained TAs • Support from a member of staff trained in speech and language strategies • Talking partners/ Time to Talk programmes
<p>Mentoring Activities</p> <ul style="list-style-type: none"> • Use of talk partners • Friendship patrol/listening ear TA • Use of peer mentoring/ peer mediators • Support from external agencies • Play leaders
<p>Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs (if the child meets the threshold level required for their support)</p> <ul style="list-style-type: none"> • Interventions from an Occupational Therapist/Physiotherapist

<ul style="list-style-type: none"> • Delivery of a planned Occupational Therapy/Physiotherapy programme by a trained TA • Gym Trail programme <p>Strategies to reduce anxiety/promote</p>
<p>Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)</p> <ul style="list-style-type: none"> • Individualised programmes of support implemented consistently by all staff • Counselling • Referral to appropriate outside agencies eg CAMHS (should the child meet their thresholds) • School nurse • Nurture groups • Achievement for All programme • Lego therapy • Social stories • Talkabout
<p>Strategies to support/develop literacy inc. reading</p> <ul style="list-style-type: none"> • Individualised reading • Alan Peat Sentence Structure programme • Toe-by-toe • Extra phonics groups • Extra handwriting groups • Stareway to Spelling • Use of SEN friendly resources • Programmes of work tailored to the needs of children with severe SEN • Use of writing slopes, pencil grips and wedge cushions
<p>Strategies to support behaviour modification</p> <ul style="list-style-type: none"> • Use of school's behaviour policy and PSHE policy • Anger management/ use of quiet areas/ time out zones • Home /school link books • Regular meetings with parents • Behaviour plans to ensure a joint home-school approach
<p>Strategies to support/develop numeracy</p> <ul style="list-style-type: none"> • Small group support in class through guided teaching • Max's Marvellous Maths • Numeracy booster groups • First Class@ Number 1 and 2 • Numicom
<p>Provision to facilitate/support access to the curriculum</p> <ul style="list-style-type: none"> • Small group support from a TA/ class teacher • One-to-one support in the classroom from a teaching assistant to aid access through support or modified resources/ language (if the school feels this is needed) • Individualised curriculum where necessary • Provision of quiet workstations to enable children to focus • Support for children to enable them to participate in school trips/ residential visits

<p>Strategies/support to develop independent learning</p> <ul style="list-style-type: none"> • Use of visual timetables, checklists, personalised success criteria • Visual support e.g. sequenced pictures, mind maps etc • Scaffolding e.g. writing frames, story maps, task plans • Access to personal ICT • ‘Chunking’ activities • ‘Dyslexia friendly’ classrooms e.g. word mats • Accessible resources • Use of step in, step out support to encourage independence
<p>Support/supervision at unstructured times of the day including personal care</p> <ul style="list-style-type: none"> • Named teaching assistant at play time • Named midday supervisor at lunchtime
<p>Planning and assessment</p> <ul style="list-style-type: none"> • Secure and regular tracking of individual progress • Assertive mentoring • Regular review of targets with child and parents • Differentiated planning to cater for the needs of all our children • Access arrangements to enable children who have SEND to have scribes, readers and/or extra time for KS2 SATs test if they are entitled.
<p>Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports</p> <ul style="list-style-type: none"> • Liaison with a wide range of professionals (educational psychologists, speech therapists, school nurses, family support workers, parent partnership) • Regular progress meetings with parents • Support for parents who have concerns • Explanation of professional reports to parents • Work to ensure smooth transition from pre-school into school and from Primary school into secondary school, and between classes while within the school
<p>Access to Medical Interventions</p> <ul style="list-style-type: none"> • Strategies for the use of personal medication for specific long term medical needs e.g. asthma • Implementation of Health Care Plans • Access to the school nurse services • Individual support plans for pupils with short-term medical needs (e.g. a broken leg or arm) • Trained support for life-saving interventions (e.g. epi-pens for allergic reactions) • All staff asthma and epi-pen trained

1.4 Consulting with Parents and Involving Pupils

We will have an early discussion with the pupil and their parents when identifying whether they need special Educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil’s areas of strength and difficulty
- We take into account the parents’ concerns
- We take into account the pupil’s views and concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil’s record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

In the event of any concerns about our school's provision for children with SEND, parents should in the first instance discuss their child's needs and the provision that has been made with their child's class teacher. Any concerns that have not been addressed by this should be taken to the SENDCo/ Head teacher. The school's governing body are the final point of contact for these concerns; our schools SEN Governor is Mary Whiteside

1.5 Assessing and reviewing pupils' progress towards outcomes

In assessing and reviewing pupils' progress towards the desired outcomes, we commit to following the **Graduated Approach** and the four-part cycle of **Assess, Plan, Do, Review**. This is an iterative process and as such will take the form of repeated cycles of intervention which will be closely monitored and adapted as the progress comes closer to the expected levels. In cases where the expected progress is not achieved the planning and implementation of interventions will be adjusted to work towards success.

The class or subject teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

1.6 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Prior to transitioning to Secondary School, all pupils will take part in a moving on programme. This will involve a discussion of the changes that they will experience, the expectations of the secondary school and the new opportunities which will be made available to the pupil. There may also be activities for pupils to participate in and there will be a visit to the new school. For pupils with SENDs opportunities will be made available for them to attend an induction at their new school on more than one occasion if necessary and to meet their designated 'buddy/mentor' in advance. In line with our SEND Policy, any appropriate adjustments which can be made in advance to support the transition will be put in place in good time.

Pupils in receipt of an **EHC Plan** will have their **Annual Review Meeting** prior to their departure to ensure plans are in place for the smooth continuation of their SEND support and that any additional requirements and/or adjustments necessary in the new setting are organized before the transition. Parents, pupils, teachers, TAs and the SENDCos from both Oakington Primary School and the new school will attend the meeting to ensure that all views are represented and that the pupil and his/her parents' voices are clearly heard.

1.7 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. If a teacher has any concerns about the progress of a pupil in their class, they will carry out additional checks to establish the nature of the difficulties. Once the teacher has a good picture of the pupil's difficulties this will be shared with the parents, Head teacher and the SENDCo who will advise and facilitate the next steps.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils both with and without SENDs. For pupils requiring intervention beyond high quality teaching (whether it be one-to-one, small groups or support by a TA within the class room) details will be shared and discussed with parents and pupils.

Information on the interventions we provide are available in **Section 1.3 Interventions**

1.8 Adaptations to the curriculum and learning environment

In order to cater for our SENDs pupils, we are conscious of the necessity to remove the barriers to their learning to enable them to make progress in line with their underlying abilities and to ensure that they thrive at our school on all levels. We therefore make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adherence to our Accessibility Plan

1.9 Additional support for learning

We have at least one Teaching Assistant in each class who are trained to deliver interventions mentioned in **Section 1.3 interventions**. They are employed to provide the following:

- Provide support to pupils on a 1:1 basis when there is evidence that the pupil has gaps in their knowledge; is not making the appropriate progress due to SENDs
- Provide support to pupils in small groups when catch up opportunities are required or when there is a clear picture of need relating to SENDs

We work with the following agencies to provide support for pupils with SEN:

- START
- Community Paediatrics
- CAMHs
- Speech & Language Therapy Service
- Local Charities who can offer support such as Blue Smile

1.10 Expertise and training of staff

As an inclusive primary school, we are committed to the ongoing professional development of our staff. As such, a close eye is kept on identifying training needs and providing for these in response to the emergent needs of current and new pupils. We provide both in-house training and opportunities for all staff to attend training courses. Staff who attend courses are encouraged to share the new knowledge they gain from these courses so that improved practice is evident throughout the school thus benefitting all.

At Oakington Primary School, all staff are regarded as teachers of SEND as this approach is inclusive and ensures that all pupils' needs are identified and addressed quickly and effectively.

Our SENCO has completed the National Award for SEND Coordination and has 3 years experience in working as a SENDCo.

She is allocated 2 days a week to manage SEN provision.

We have a team of 10 teaching assistants, including 3 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Staff have been trained in delivery Sensory Circuits, Success @ Arithmetic, First Class @ Number, Plus 1/power of 2, ASD Training, Social Stories, General TA Training Consultant SENDCo, Attention Autism, Sign & Sign, Positive Handling etc...

Specialist staff are deployed to deliver all interventions

1.11 Securing equipment and facilities

In our endeavours to secure equipment and facilities to support pupils with SEND, we look to emulate outstanding practice. We are actively engaged in seeking information about such practice from research and training opportunities and in seeking advice from external professionals.

We regularly elicit the support from our colleagues such as our LINK practitioners and Educational Psychologists and we are guided by them in making decisions, referrals and plans for our pupils with SENDs.

1.12 Evaluating the effectiveness of SEN provision

In accordance with the SEND Code of Practice and our inclusive policy, we practice an ongoing cycle of Assess-Plan-Do-Review in order evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term (Pupil Passports)
- Reviewing the impact of interventions after 6-10 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using Provision Maps to measure progress
- Holding Annual Reviews for pupils with statements of SEN or EHC plans

1.13 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

As an inclusive school we actively encourage all pupils to actively participate in all activities within and outside of school. We operate a system which provides equality of access for all as described below:

All of our extra-curricular 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 program of trips and residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or Disability.

1.14 Support for improving emotional and social development

At Oakington, we understand the importance of early identification and support of SEMH. We recognise that pupils are in our care for the majority of the hours in the day and that we are therefore in a strong position to identify difficulties which they may be experiencing. We have a robust pastoral system which aims to foster rapport between pupils and their Teachers and TAs. Positive relationships with school staff are essential in enabling pupils to feel confident to express their thoughts and feelings and to confide in staff. We operate a watchful approach and have a robust communication system between staff and pupils. If we are concerned about a pupil's emotional or social wellbeing, we will communicate with parents/carers in the first instance and put support in place at school. Where it might be necessary to elicit external support for pupils, we will liaise with professionals to secure help.

In addition to the above, we aim to provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of the club's to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

1.15 Working with Other Agencies

At Oakington we are conscious of the fact that we have limited abilities and resources to tackle the full range of SENDs which our pupils may experience. However, we are in the fortunate position to have access to a range of services provided by the Local Authority and by Local Charities. We have adopted an open minded and curious approach to seeking assistance from external and internal professionals. We are mindful of the fact that we do not have all the answers to the questions we may be presented with but we are very willing to seek advice and support from the range of services and professionals available to us.

We regularly make referrals to Community Paediatrics, the Speech & Language Therapy Service and CAMHs to name just a few. We have a Home-School Worker, a Local Authority designated Link Professional, an Educational Psychologist and Speech & Language Therapist who we are in ongoing communication with to ensure the very best outcomes for all of our pupils.

If intervention is necessary, parents/carers will be involved in the process and the decision making and we will support parents throughout the process through regular review meeting and email/home-school book communication.

1.16 Complaints about SEN provision

At Oakington, we take all complaints very seriously. We will do our best to investigate the complaint and come to a positive resolution by communicating openly and honestly. Complaints about SEN provision in our school should be made to the head Teacher and/or SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions

- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

1.17 Contact details of support services for parents of pupils with SEN

All parents are invited to seek advice from school regarding accessing support services for their children. School will meet initially with parents to discuss their concerns and draw up a plan of action to decide which actions Parents/Carers/Teachers/SENDCO/Head Teacher need to take to secure support. School will meet regularly with parents to discuss the progress of applications for support and communication via email or telephone will also be available.

1.18 Contact details for raising concerns

If parents/carers have any concerns school actively encourages communication of these concerns at the earliest convenience. Staff will take an open minded approach to concerns and investigate the matter as efficiently and discreetly as possible.

Parents/carers should contact the Head Teacher (Mr Nathan Clark) via the school Reception desk in the first instance.

1.18 The Local Authority Local Offer (See paragraph 1)

Our local authority's local offer is published here: <http://www.cambridgeshire.gov.uk/send>

2. Monitoring arrangements

This Information Report will be reviewed by the SENDCO, Alicia Lloyd, and the Head Teacher, Nathan Clark **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Body.

3. Links with other policies and documents

This Report links to our policies:

- SEN Policy
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions

4. Special arrangements in relation to COVID-19.

Following the closure of schools from the 23rd March 2020 Government guidelines stated:

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those with an EHC plan should be risk-assessed by their school in consultation with the local authority (LA) and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

In order to ensure that our pupils with EHC plans are supported we have consulted families with regards to whether or not their child needs to attend school. We have ensured that the expectations for work being done at home is understood and that pupils can access the work being set by school staff. As a school we are undertaking weekly check-ins to ensure that pupils outcomes are kept at the forefront and that their emotional needs are being met. Work set by class teachers takes in to account the needs of the pupils in their classes and is open-ended in nature to allow pupils to engage with and further their own learning.

Parents of SEND pupils may require our support at this time and the messaging facility on Dojo allows for private conversations to be had between staff and parents. The SENCO can be reached at alloyd@oakington.cambs.sch.uk

We are aware that the transition period for our pupils with SEND has been greatly affected by the current situation and we continue to work alongside our infant and secondary colleagues to ensure that the information needed is shared. As the summer term progresses we will begin to send out transition style material that will endeavour to support all our pupils at this transitional time.

Resources that support our pupils' emotional and social development during this unprecedented time have been uploaded on to the school website in the SEND section. These will continue to be updated as time passes.

External agencies will only become involved if necessary following the usual graduated response process detailed above.