

SEN Information Report

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

Last Updated: February 2021

About our school

Ewelme C of E Primary is a mainstream school which 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 conditions affecting learning such as ADHD, and those with specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- Social, Emotional and Mental Health needs.
- Sensory needs; this currently includes children with hearing impairment and autistic spectrum disorders.

Although we do not currently have any children on the SEN register with Physical needs (i.e. children who have a physical disability that affects their learning) we are prepared to make all possible necessary arrangements for their education should the need arise and an Accessibility action plan is in place.

Our special educational needs co-ordinator (SENCo) is: Briony Lea

She can be contacted on: 01491 839 240 (via School Office)

Our governor with responsibility for SEN is: Claire McCann

Our SEN policy can be found at: www.ewelmeprimaryschool.com/policies or from the school office on request.

Our Single Equalities Policy can be found at: www.ewelmeprimaryschool.com/policies or from the school office on request.

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

The school uses Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'.

The guidance sets out:

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

The guidance is available at:

How do we work with parents and children?

We will 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 desired outcomes and how we will all work towards these. We review the progress made towards outcomes as best suits parents: by termly meetings in line with parents evening meetings, using home/school diary, scheduled phone/zoom calls etc.

There are also opportunities for children and parents to contribute to our policies on SEN and Equality. We do this by: regular meeting with parents, parent questionnaires, online pupil questionnaires, consultation activities etc.

Adapting the curriculum

We offer a broad and balanced curriculum for all children, including those with SEN. Details are published on the school website. The way we adapt this for children with SEN and disabled children is set out in the SEN Policy. This year when children are in school we are running:

-Communication and Interaction interventions including Spirals communication, and using Social Stories

- Literacy Intervention programmes including Engaging Eyes Dyslexia catch-up, Totem and Dandelion reading programmes and small group work within class to support the development of language and literacy skills in years 1-6

-Numeracy Intervention programmes including Power of 2 1:1 interventions, Dyscalculia small group and 1:1 interventions and small-group guided maths within class to support the development of numeracy skills in years 2-6

-Fine Motor skills sessions for handwriting in KS2

-Nurture Groups 'Zones of Regulation' sessions in 1:1, and small groups in KS2, Lego Therapy sessions and RAF specific Pastoral groups

What expertise can we offer?

Our SENCo holds the NASENCo qualification and an MA in Advanced Educational Practice. 3 staff members have basic training in autism, dyslexia and attachment disorders.

We also have staff who have enhanced training in autism, language development, dyscalculia and emotional and behaviour management as well as training to run the current specific interventions the school offers children with SEN. Teaching assistants are also trained by outside service providers to support the particular needs of the children they work with.

We also have access to a range of specialist support services including:

SENSS -who support children with communication and language difficulties, the Speech and Language Therapist (SALT), the Communication and Interaction (C &I) team, Occupational Therapy for sensory needs and physical needs, Educational Psychology, Autism Champions, Child and Adolescent Mental Health Services (CAMHS), Oxfordshire School Inclusion Team, Early Intervention Children's Social Care and the Hearing Impairment Team.

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

<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 internal schools systems including PiRA and PUMA standardised tests and versus national statistics where appropriate, or via Development Matters in the EYFS followed by P-Scales. In addition for children/young people with SEN, we review progress towards agreed outcomes assessing whether the current support in place has made a difference and what is needed next. We evaluate this progress against age related and national expectations.

When we run intervention programmes for groups of children we assess how successful they were and use that information to decide how best to run them/make use of alternative provisions in the future. Information on how the governing body evaluate the success of the education provided for pupils with SEN is contained in the Governors' 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. Where additional or alternative arrangements for children with SEN need to be made, 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:

<https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/disabilities.page?disabilitieschannel=0>

Oxfordshire's accessibility strategy can be read at:

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SchoolsAccessibilityStrategy.pdf>

What do we do to support the well-being of children/young people with SEN?

All children have the opportunity to share their views through their school council representatives which is inclusive of children with additional needs. We listen to the views of children/young people with SEN including those on bullying by giving them every opportunity that other students have including the chance to take important roles such as House Captain. We are also developing a system of Playground Monitors which we hope to implement later this year. We help to prevent bullying of children/young people with SEN as detailed in our behaviour policy:

www.ewelmeprimaryschool.com/policies.

Joining the school and moving on

We encourage all new children to visit the school before starting (if permissible by current national restrictions). For children/young people with SEN we invite parents and children to discuss how the school can meet their needs with the Headteacher and SENCo.

We begin to prepare young people in Year 6 for transition into the next stage of their education by liaising with their secondary school's SENCo and jointly offering additional transitional experience for children as required.

For children with an Education, Health and Care Plan (EHCP) transition meetings will be held beginning in the first term of the year before they go to Secondary school.

Who to contact

If you are concerned about your child and their possible additional needs contact their class teacher in the first instance, or the SENCo or Headteacher further to this. If you would like to feedback, including compliments and complaints about SEN provision you can email the school office at office.3752@ewelme.oxon.sch.uk or follow the procedure detailed in the Concerns and Complaints Policy <http://www.ewelmeprimaryschool.com/wp-content/uploads/2017/02/Concern-and-Complaints-Policy.pdf>

We aim to respond to any complaints as soon as possible (and at most within 5 school days).

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

<https://www2.oxfordshire.gov.uk/cms/public-site/sendiaas-oxfordshire>

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 which is part of Oxfordshire's Local Offer. This website contains lots of information for parents of children with additional needs and disabilities. It can be found at the address below <https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/information-advice-and-support-parents-and-children-about-sen/support-groups-and-forums>

Our school has contributed to the county's Local Offer through attendance at a training workshop.

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