

SEND Information report September 2021

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

Our SEND co-ordinator is Mrs Sally Ecclestone, and from January 2022 Mrs Katherine Page-Howie.

They can be contacted via the school office on 0118 9402024 or office.3810@shiplake.sch.uk

Our governor with responsibility for SEND is Mrs Alison Stewart.

Our SEND policy and our Equality Scheme and Accessibility Plan can be accessed via the Important Information page of this website.

Pupils

This academic year we have 13 pupils with Special Educational Needs and disabilities (SENDs) on the Register.

Of these 13 pupils, 12 are on the register at SEN support and 1 pupil is in the process of an Education and Health Care Plan (EHCP) application.

SEND provision at Shiplake Primary School

At school we 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. We recognise that children are individuals, that each one has needs special to him or her.

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.

We are a mainstream school and provide support for children with a wide range of special educational needs including those with:

1. Communication and Interaction needs : Children with Speech, language and communication (SLCN) find it more difficult to communicate with others. Children with speech, language and communication needs (SLCN) cover the whole ability range. They may have difficulties with fluency, forming sounds, words or sentences (expressive language) that impacts upon their ability to produce spoken or written language, or they may find it difficult to understand spoken language. (receptive language). They may struggle to understand, use and/or remember words that they want to use. It may be a combination of these needs.

We provide individual and group support for children with communication and interaction needs, often under the guidance of Mrs Sally Lloyd from the Integrated Speech, Language and Communication Therapy Service.

Children with an autistic spectrum condition (ASC) have difficulty in making sense of the world in the same way as their peers. They may have difficulties with social communication, social interaction, imagination and/or flexibility of thought. In addition, they may be easily distracted or upset by certain sensory stimuli, have problems with change to familiar routines or have difficulties with co-ordination and fine motor skills.

We provide individual support for children with an autistic spectrum condition (ASC), with guidance from Specialist Advisory Teachers from the Communication and Interaction Support Service.

2. Cognition and Learning Needs(C&L) : Learning Needs (LD) Children with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts. We provide individual and small group support for children with Cognition and Learning Needs. Provision is personalised and recorded on the class provision map. Progress closely monitored by class teachers and Mrs Ecclestone/Mrs Page-Howie, the school's Special Educational Needs Coordinator.(SENCo) Pupils with significant difficulties may also be assessed by Miss Amna Sarwar, our school Educational psychologist.

3. Social Emotional and Mental Health needs (SEMH) : Children who have difficulties with emotional and social development may find it hard to make and maintain appropriate and healthy relationships. Sometimes these difficulties may present in withdrawn behaviour and sometimes in challenging or disruptive behaviour. Some children will have recognised disorders, like attention deficit disorder (ADD), anxiety, attachment disorder and autism that impact upon their mental health and social and emotional wellbeing. We provide individual support for children with social, emotional and mental health needs. In addition to class-based intervention programmes support is provided by Mrs Sharron Harrison, our school counsellor, in 1-1 sessions with pupils. Sharron also runs a parenting support programme and small class groups supporting the PSHCE/RSE curriculums.

4. Hearing Needs : Children may have a temporary hearing loss that may fluctuate or be permanent, affecting one or both ears. Some children benefit from the use of a hearing aid(s) or other amplification devices. The most common cause of temporary and fluctuating hearing loss in childhood is commonly known as 'Glue Ear'. Some children with a hearing loss will require on-going specialist teaching support to access the curriculum alongside their peers. Others may require a routine monitoring and testing.

We would support children with hearing difficulties with guidance from the SENSS Hearing Impairment (HI) team and advisory teachers.

5. Visual Needs : Pupils with visual needs have greater needs than most of their peers for support with their vision. Visual difficulties range from mild through to severe. Many children have their vision corrected by spectacles; a child is only considered to have a special educational need if additional educational provision is required to access learning. We would support children with visual needs with guidance from the SENSS visual Impairment (VI) team and advisory teachers.

6. Sensory and Physical Needs : Children with sensory or physical needs have greater needs than most of their peers for support with their physical needs. Some children with physical difficulties will have had their needs identified at an early age and may already have received support from Occupational Therapists or Physiotherapists. Many children with physical needs require minor adaptations to the learning environment that would be considered as reasonable adjustments under the Equality Act 2010. For some this is the only support that is needed, they do not need additional SEND support.

We support children with sensory and physical needs with guidance from occupational therapists, physiotherapists and the advisory teacher for pupils with physical disabilities. School staff support pupils by delivering exercise, physiotherapy and occupational therapy programmes.

How do we identify and give extra help to children?

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

1. How we identify if a child or young person has a special educational need.
2. How we assess children and plan for their special educational needs, and how we adapt our teaching.
3. Ways in which we can adapt our school environment to meet each child's needs
4. 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/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>

How do we work with parents?

We are committed to working in partnership with parents so please contact a member of school staff if you would like to discuss your child's progress.

- Class Teacher – is the first point of contact. They monitor the progress of each child and liaise with key staff about interventions needed.
- SENCO – Mrs Sally Ecclestone/Mrs Katherine Page-Howie
- Headteacher – Mrs Katherine Page-Howie
- SEND Governor – Mrs Alison Stewart

We always contact parents if we have a concern that a child 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 do this via termly parent meetings. Pupils with significant special educational needs also complete the 'All about Me' booklet with their families.

Adapting the curriculum

We offer a broad and balanced curriculum for all children and young people including those with SEND. Details are published on the school website. The way we adapt this for children with SEN and disabled children is set out in the School Accessibility Plan.

What expertise can we offer

The SENCO attends termly Inclusion meetings run by the Oxfordshire County Council's Inclusion Team to keep up to date with statutory changes to SEN provision and Oxfordshire SEN guidance, new initiatives and best practice research.

Teaching staff have completed the Team Teach Training Programme (Foundation Level).

Courses attended by staff in the last five years include:

- Fischer Family Trust training on improving Reading and Writing.
- Henley partnership Student Well-being Leader training.
- NHS Motor Coordination difficulties training.
- Autism Education Trust – Make Sense of Autism (Level 1)
- Kuypers Consulting – Zones of Regulation
- OCC-Speech and language transition training.
- OCC-Physical Disabilities training.
- OCC-planning and teaching numeracy effectively.
- OCC-planning and teaching literacy effectively
- OCC-Effective guided reading in the classroom
- ADHD Training – neurodivergent learners
- Dysgraphia and writing difficulties
- Dyslexia Training
- EBSA Introduction training (EPS OCC)
- An Introduction to Children`s mental Health
- Dyslexia training - Provided by Nessy and the Bristol Dyslexia Centre

1-1 teaching assistants are trained to support the particular needs of the children they work with. For example, autism awareness training, training to deliver speech therapy or physiotherapy.

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
- Behaviour Support
- Child and Adolescent Mental Health Services (CAMHS)
- Oxfordshire School Inclusion
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- School Counsellors
- Children`s Social Care

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

<https://www.oxfordshire.gov.uk/cms/public-site/special-educationalneeds-sen>

The Oxfordshire County Council Local Offer for Children with SEND and disabilities can be found at:

<https://www.oxfordshire.gov.uk/cms/taxonomy/term/278>

How do we know if SEN provision is effective?

The progress of all children is tracked throughout the school.

In addition for children with SEND 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.

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.

How are children and young people with SEND helped to access activities outside of the classroom?

All children 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 children 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 SEND in Oxfordshire in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

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

What do we do to support the wellbeing of children with SEND?

All children have the opportunity to share their views through their school council representatives, via discussions with parents and staff and via their contributions to Pupil Profile and 'All about me' documentation.

Joining the school and moving on

We encourage all new children to visit the school before starting. For children with SEND we provide a detailed transition plan including extra visits and a personalised transition booklet. We begin to prepare young people for transition into the next stage of their education by working closely with feeder secondary schools.

Who to contact

If you are concerned about your child please contact your child's class teacher or the school office by telephone on 0118 9402024, or via email at office.3810@shiplake.oxon.sch.uk to arrange an appointment with school staff.

Complaints from parents of children with SEND about the support the school provides

All complaints regarding the SEND provision provided by the school should be submitted in accordance with the school's Complaints Policy and Procedure (March 2019) document. A copy of this document can be found via the school website or can be requested via email at office.3810@shiplake.oxon.sch.uk

SENDIASS Oxfordshire

www.oxfordshire.gov.uk/sendias

If you'd like impartial advice from SENDIASS Oxfordshire (Formally Parent Partnership Service) please email sendias@oxfordshire.gov.uk

This service supports parents of children and young people with special educational needs and disabilities. A leaflet giving a summary of the support they offer is available in the school office.

If you'd like to know more about opportunities for children and young people with SEND and their families, support groups or information about SEND 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/en>