



Special Educational Needs (SEN) Information Report 2016

Introduction

Oughton Primary and Nursery School is an inclusive mainstream primary school with an attached nursery class. The school is maintained by Hertfordshire Local Authority (LA). All school places at Oughton Primary and Nursery School regardless of need and regardless of whether they are for the following academic year or immediately (in-year admission) are allocated by the Local Authority Admissions Team following their admissions criteria. Further details can be found at:

<http://www.hertsdirect.org/services/edlearn/admissions/>

The school is required by law to follow the guidance and statutory requirements set out in the Special Educational Needs and Disability Code of Practice (2014) as part of the Children and Families Bill that came into force on 1 September 2014. We ensure that all children including those with SEND are treated fairly through policies including: Equality Scheme; Accessibility Plan; Behaviour Policy and the Code of Conduct.

INCo responsible for Special Educational Needs

The school's Special Educational Needs and Disability Co-ordinator within their Inclusion role (INCo) is **Mrs Caroline Phillipson**

She is responsible for co-ordinating the provision for children on the SEN register and also supports parents and staff. Mrs Phillipson currently works 3 days a week, usually Monday, Tuesday and Wednesday.

SEND Policy

The school's **SEND policy is on the schools website and** reflects the changes to the updated Special Educational Needs and Disability Code of Practice (2015)

Local Offer

The updated Code of Practice (2015) legislation states that local authorities must publish their Local Offer. The purpose of the Local Offer is to:

- Provide clear, comprehensive, accessible and up to date information about the available provision and how to access it, and
- Make provision more responsive to local needs and aspirations by directly involving disabled pupil and those with SEN and their parents and service providers in its development and review.

As a maintained primary school Oughton contributes to Hertfordshire's Local Offer. Specific details relating to Hertfordshire's Local Offer can be found here:

<https://directory.hertfordshire.gov.uk/kb5/hertfordshire/directory/localoffer.page>

SEN Information 2016

The following information explains how Oughton Primary and Nursery School can support you and child. This report will was reviewed in September 2016. We have answered the following questions for your information:

1. Who can parents contact for further information?
2. How does the school know if pupils need extra help?
3. What should I do if I think my child has SEN?
4. How will I know that the school will support my child and how are decisions made about how much support my child will receive?
5. How will the curriculum be matched to meet my child's needs?
6. How are the school's resources allocated and matched to pupils' needs?
7. How will I know how my child is doing and how will I be involved in discussions about planning for my child's education?
8. What training have staff supporting pupils with SEND had or are receiving?
9. What specialist services or expertise are available at or accessed by the school?
10. How will you help me to support my child's learning?
11. How accessible is the school environment?
12. What support will there be to support my child's overall well-being?
13. How will my child be included in activities outside of the classroom?
14. How will the school support my child in starting school and moving on?

1. Who can parents contact for further information?

The Class Teacher

Responsible for:

- Assessing the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the INCo know as necessary.
- Setting targets and sharing and reviewing these with parents at least once a term and planning for the next term.
- Personalised teaching and learning for your child as identified on the class provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the children they teach with any SEN.

The INCo: Mrs Caroline Phillipson

Responsible for:

- Developing and reviewing the school's SEN policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are: involved in supporting your child's learning; kept informed about the support your child is getting; involved in reviewing how they are doing.

- Liaising with the other people who may come into the school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEN register (a record of all the SEND needs of children in the school) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for the teachers and support staff so that they can help all children make the best progress that they can.

The Headteacher: Mrs Lisa Clayton

Responsible for

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Headteacher delegates responsibility to the INCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor: Mrs Ro Freestone

Responsible for

- Making sure that the necessary support is given for any child with SEND who attends the school.
- School contact telephone number: 01462 450716

2. How does the school know if pupils need extra help?

The progress of each child is tracked at least half-termly and regular meetings take place between the Headteacher, INCo, the class teachers and the teaching assistants. The progress of all children is tracked and if a child is not making adequate progress, the provision for that child is adjusted accordingly. This may entail;

- differentiation of work
- providing reinforcement of previous learning
- allowing further opportunities to develop basic concepts and new vocabulary
- providing additional small group work
- one to one teaching relating to specifically identified objectives.

If your child is further identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to

- listen to any concerns you may have.
- plan any additional support your child may need.
- discuss with you any referrals to outside professionals, if necessary, to support your child.

This meeting may occur during parental consultation evenings or at a time of mutual convenience if a parental consultation evening is not due for a number of weeks.

3. What should I do if I think my child has SEN?

- If you have concerns about your child's progress, initially you should speak to your child's class teacher.
- If you continue to be concerned that your child is not making progress, you can make an appointment to speak to the Special Education Needs/Disabilities Co-ordinator (INCo). As Mrs Phillipson works three days a week if she is unavailable you can leave a message at the office and she will respond on her next working day.
- The Headteacher can be contacted for support and advice.
- Opportunities are provided termly at parent consultation evenings to discuss your child's progress.

4. How will I know that the school will support my child and how are decisions made about how much support my child will receive?

We endeavour to meet the needs of all children. We offer a graduated approach to meet children's additional and special educational needs. We do this by:

a) High Quality Teaching

For your child this means:

- That the teacher has the highest possible expectations for your child and all children in their class. Different ways of teaching are in place, so that your child is fully involved in their learning e.g. practical learning.

For some children, the class teacher will put interventions in place to ensure that progress is made and this may take the form of:

b) Additional Support and Intervention groups

- Interventions are usually delivered in the classroom and will be led by a teacher or a teaching assistant (TA).
- They are targeted to groups of children with similar needs.
- Intervention groups may include: Letters and Sounds, handwriting, specific elements of maths or English, vocabulary extension etc.
- Sometimes if your child has a very specific need their intervention may be one to one with a member of staff e.g. phonics support.

Following intervention group work some children may continue to have difficulties making progress in their learning. Therefore they may require additional intervention and/or advice from external services that support the school. The school would ask for your permission to refer your child to an identified external service.

c) Specialist Involvement by Outside Agencies, e.g. Speech and Language Therapy **SEN Code of Practice 2014: School Support (SS)**

This means a child has been identified by the INCo/class teacher as needing specialist support in school from a professional from an external service/outside agency. This may be from:

- Speech and Language Therapy
- Educational Psychology Service
- Advisory Teachers for Low Incidence SEND
- Behaviour Support Team
- Woolgrove Outreach
- Alternative services may be contacted.

If this option is discussed with you regarding your child's needs the following process will happen.

- You will be asked to give your permission for the school to refer your child to a specialist professional. This will help the school and you to better understand your child's particular needs and be able to support them more effectively in school and possibly at home too.
- If the referral is accepted the specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

For a few children, further specialist intervention may be necessary and would be undertaken by:

d) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means that your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. Your child will also need specialist support in school from a professional from an external service. This may be from services from the Local Authority.

For your child this would mean

- The school (or you) can request that the Local Authority carries out a statutory assessment of your child's needs. This is a legal process which specifies the specialist support that will be provided for your child.
- After the request (which includes lots of information about your child, including some from you) has been made to the 'Panel of Professionals' they will decide whether they think your child's needs (as described in the paperwork provided), deem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place so that your child makes as much progress as possible.
- The EHC Plan will outline the specific support your child will receive, how the support should be used, and what strategies must be put in place. It will also have goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

5. How will the curriculum be matched to meet my child's needs?

Class teachers plan lessons according to the specific needs of all of the groups of children in their class. All children regardless of their additional needs are entitled to a broad and balanced curriculum across all subjects.

- The teacher or support staff will provide additional learning support where necessary to enable your child to access the curriculum.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed, to meet your child's learning needs.
- The curriculum is designed to create exciting learning opportunities to engage your child in their learning.

6. How are the school's resources allocated and matched to pupils' needs?

The school budget is given to the school by Hertfordshire LA and it includes money for supporting children with SEND.

- The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the senior management team and the school governors on the basis of the needs in the school.
- The Headteacher and the INCo discuss all the information that they have about SEND in the school, including
 - the children receiving extra support already,
 - the children needing extra support,
 - the children who have been identified as not making as much progress as would be expected.
- From this information, they decide what resources/training and support is needed.
- The school identifies the needs of SEND children on a provision map for each class. These identify all of the support given across the school, are reviewed regularly and changes made as needed so that the needs of the children are met and resources are deployed as effectively as possible.

7. How will I know how my child is doing and how will I be involved in discussions about planning for my child's education?

- Your child's progress will be continually monitored by his/her class teacher and discussed with you at termly parent consultation meetings. Additional meetings can be requested.
- Your views on your child's learning will be sought throughout each year through for example, meetings, questionnaires, parents' forums, etc.
- At the end of Key Stage One and Key Stage Two (i.e. at the end of Year 2 and Year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.

- The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- Parents may meet with the INCo to discuss their child's learning and progress if they wish.
- An annual report is prepared for you at the end of the summer term where your views are also sought.
- Where external professionals have been involved with your child during the year, you will have been invited to meet with them to discuss your concerns and share the next steps and strategies being advised.

8. What training have staff supporting pupils with SEND had or are receiving?

- The INCo has the National Award for SEN Co-ordination as required by the Code of Practice.
- All staff have access to ongoing training to support their own professional development. This may include training to develop their knowledge of particular subject areas, to better understand a particular concern and to develop a bank of strategies to use to support children with SEND.
- The INCo's job is to support the class teacher in planning for children with SEND as well as to update her own set of skills in the area of SEND. To this end, any training undertaken is always disseminated to staff to ensure they remain aware of how best to support children with particular needs.
- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND. This training is either "in house" or provided by external services.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Physical and Neurological Impairment advisory teacher team.
- Recent training for whole school staff or individuals has included: behaviour support; Early Literacy Fun from the Specific Learning Difficulties base; Diagnostic Assessment of Number; Protective behaviours; moving and handling training and training from the Specific Learning Difficulties Base.
- Future training is planned regarding: Asperger's; speech and language; mental health; Word Wizards (literacy support) and Sprite (literacy support)
- Further training will be identified in due course.

9. What specialist services or expertise are available at or accessed by the school?

School Provision

- Teachers are responsible for planning for and teaching all of the children in their classes.
- In the classroom the teacher or a teaching assistant directed by the teacher will work with different groups of children or individuals from across the class.
- Staff receive training to meet the range of needs within the school.

Local Authority and Outside Agency Provision and advice accessed by the school

- SALT (Speech and Language Therapy)

- Educational Psychology Service (EP)
- Hitchin Primary Behaviour Support Service (HPBSS)
- Specific Learning Difficulties (SpLD)
- Family Support Workers and Mentors
- School Health Advice
- Child Development Centre
- Woolgrove Outreach Service
- Autism Outreach Service
- Low Incidence SEND Advisory Teachers – Visual Impairment (VI) and Physical and Neurological Impairment (PNI)

Other services may be accessed as required.

10. How will you help me to support my child's learning?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.
- The INCo is available to meet with you to discuss your child's progress or any concerns/worries that you may have.
- All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report.
- Personal targets will be reviewed as appropriate.
- Homework will be adjusted as needed to your child's individual requirements.
- At times a home-school contact book may be used to support communication with you when this has been agreed that it will be useful for you and your child.

11. How accessible is the school environment?

- The school is compliant with DDA requirements.
- With the exception of two Key Stage 2 (KS2) classrooms which are on the first floor, the school is completely accessible. The first floor classrooms do not impact on accessibility as KS2 year groups are located in the downstairs classrooms dependent on the mobility and accessibility needs of individuals within the class.
- The ground floor of the KS2 teaching block is raised above the level of the rest of the school. Internal access to the block is via a small staircase from the gym. There is a wheelchair stair lift on this staircase.
- There are ramps around the school site to provide level access to different classrooms and parts of the building from outside e.g. library and gym.
- There are two accessible/adapted toilet cubicles. One of the accessible toilet cubicle also contains a changing bench and hoist.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- We make reasonable adjustments to the teaching, learning equipment and environment as required.
- Extra-curricular activities are accessible for all children.

For further information please see the Accessibility Plan and the Equality Scheme.

12. What support will there be to support my child's overall well-being?

We recognise that some children have additional emotional and social needs that need to be supported and developed. These needs can display themselves in a number of ways including; behavioural difficulties, low self-esteem, anxiety and being uncommunicative. All classes follow a structured PSHE (Personal, Social and Health Education) curriculum to support this development. However, for those children who find aspects of this difficult we offer;

- additional support from the school's Pastoral Support Team
- additional opportunities in class to work collaboratively and co-operatively e.g. friendship activities.
- lunchtime support and activities as required.

If your child still needs extra support, the class teacher may discuss concerns with you and seek further support from the School's INCo.

13. How will my child be included in activities outside of the classroom?

- At Oughton Primary and Nursery School all children have the opportunity to be included in all activities whether on the school premises or off site.
- Some children may require support to undertake a particular activity, e.g. children who are visually impaired, but this is carefully planned for by the class teacher using advice from the advisory teacher as required.
- Risk assessments are undertaken by teachers before any school trip to ensure that the children remain safe and are included in activities. Where necessary, those children requiring specific support on external trips are supported by familiar adults.
- Our school often benefits from external sports coaching where all activities are broken down into step by step models and demonstrated to the children. Supporting adults are also available to reinforce key instructions and sequences of actions during these times.
- After school clubs are offered to children throughout the year and are usually filled on a first-come, first-served basis.

14. How will the school support my child in starting school and moving on?

We understand that transitions can be difficult for a child with SEND, and we aim to ensure that any transition is as smooth as possible.

If your child is joining us from another school or pre-school:

- The INCo will where possible, liaise with the INCo of the previous school or setting and arrange a transition meeting prior to admission.
- If your child has an Early Support Plan or CAF if we know that they are joining our school the INCo will attend the Early Support/Team Around the Family meeting prior to their transition.

- If your child is in the Early Years Foundation Stage they will be able to visit the school and stay for a taster session or number of sessions as appropriate. The EYFS staff may ask you if they can visit your child at home.
- If your child would be helped by a book/passport/set of photographs then one will be made for them.
- If your child requires support to settle into their new class and the routines regardless of their age this will be provided.
- Your child may be assigned a “buddy” to show them where to go and what to do.

If your child is moving to another school:

- We will contact the school INCo and ensure he/she knows about any special arrangements or support that need to be made for your child. If appropriate, a planning meeting will take place with the INCo from the new school. We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a book/passport/set of photographs to support them to understand moving on, then one will be made for them.
- In some instances, visits to the new school will be advised and may be arranged for you.
- In some instances, supported visits may take place so that your child is comfortable with the new setting.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Any programmes of work will be shared with the new teacher.
- Your child may have pre-arranged and supported visits to the new classroom.
- Your child will be able to spend some time in the new classroom with the rest of their class towards the end of the summer term as part of the whole school transition process.
- If required a leaflet/passport containing key photographs of adults in the new classroom, key areas in the classroom and other important information may be provided and shared with your child.
- Where necessary, particular adults will support key individuals with transition to ensure it goes as smoothly as possible.