

SEN AND DISABILITIES

A report from the Governors of St. Michael's CE Primary School on the effectiveness of the arrangements for pupils with special educational needs and disabilities.

September 2017

This report sets out information about our provision for children and young people with special educational needs (SEN). It also set out specific data on the impact of provision. The report is updated annually.

The School's Aim

At St. Michael's CE Primary School our aim is to ensure that we are an educationally inclusive school in which the teaching and learning, achievements, attitudes and well-being of every young person matters. We take account of pupils' varied life experiences and needs, monitor and evaluate the progress each pupil makes, identify where extra provision and support is necessary and take practical steps to meet pupils' needs effectively.

We have various policies to help us to achieve this aim and the School Accessibility Plan forms the focus for pupils with SEN and disabilities. The school has updated our practice in line with the SEND code of practice (statutory guidance) which was published on the 15th August 2014.

The SEN Policy

The SEN Policy outlines our aims and all our arrangements for its coordination and management. It describes the systems we have to identify, assess and provide for pupils with special needs and to make sure that we are working in partnership with the pupil, the parents / carers, other agencies and professionals and other schools to which our pupils may transfer.

About our school

St. Michael's CE Primary School 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 learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- Social, Emotional and Mental Health needs
- Sensory and/or Physical needs; this includes children who have visual or hearing needs, or a physical disability that affects their learning

Our special educational needs co-ordinator (SENCo) is Miss Billingham.

She can be contacted on: 01865 241476 although we would remind parents Miss Billingham teaches full-time and the first professional you need to speak to is your child's teacher Our governor with responsibility for SEN is Mrs A. Pearsall.

Our SEN policy can be found here: <http://st-michaels-oxf.oxon.sch.uk/>

Our Equality Scheme and Accessibility Plan can be found here: <http://st-michaels-oxf.oxon.sch.uk/>

How do we identify and give extra help to children 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.

Click here to read it:

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

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

How do we work with parents and children?

We will always 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 outcomes and how we will all work towards these, and then to review progress. We do this by meeting termly with parents; these meetings are separate from, and additional to, parent evenings.

There are also opportunities for parents and children to contribute to our policies on SEN and Equality. We do this by meeting with parent focus groups and the school council.

Adapting the curriculum

We offer a broad and balanced curriculum for all children and young people 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 School Accessibility Plan. You can read it here: <http://st-michaels-oxf.oxon.sch.uk/>.

We recognise the importance of quality first teaching

We have a nurture group in year 1 (Family SEAL)

We run small group and 1:1 nurture sessions across the school.

We use intervention programmes including Project X and Stride Ahead to support the development of language and literacy skills across the school.

We use intervention programmes including Catch-up Maths to support the development of mathematical skills across the school.

What expertise can we offer?

Our SENCo has over 20 years teaching experience across the Primary school age range (including Reception), and over a decade in the SENCo role, she also has specialist training in Emotional First Aid.

All staff have basic awareness level training in a range of SEN needs and Team Teach.

We have staff who have received enhanced training in attachment issues.

Teaching assistants are trained to support the particular needs of the children they work with.

Our SEN governor Mrs A Pearsall has accessed information and courses linked to ASD.

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 through Northern House and Domino

Child and Adolescent Mental Health Services (CAMHS)

Oxfordshire School Inclusion Team

Speech and Language Therapists

Early Intervention

Children's Social Care

Information about these services and what they offer can be found on the Oxfordshire County Council SEND Local Offer 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 termly pupil progress meetings based on a number of assessment criteria.

In addition for children/young people with SEN 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.

The Headteacher reports regularly to the Governing Body; sharing details of progress and attainment across the school; the SENCo also meets regularly with the SEN Governor.

***2016/17 Average Progress Score (APS) 3 is expected progress:**

| Reading | Number SEN children | APS non-SEN | APS SEN |
|----------------|---------------------|-------------|---------|
| Year 1 | 4 | 3.5 | 3.5 |
| Year 2 | 3 | 3 | 2.5 |
| Year 3 | 6 | 3.5 | 3 |
| Year 4 | 3 | 3 | 3.5 |
| Year 5 | 2 | 3 | 2.5 |
| Year 6 | 2 | 3 | 3 |

| Writing | Number SEN children | APS non-SEN | APS SEN |
|----------------|---------------------|-------------|---------|
| Year 1 | 4 | 3 | 3 |
| Year 2 | 3 | 3 | 2.5 |
| Year 3 | 6 | 3.5 | 3 |
| Year 4 | 3 | 3.5 | 4 |
| Year 5 | 2 | 3.5 | 4 |
| Year 6 | 2 | 3 | 3.5 |

| Maths | Number SEN children | APS non-SEN | APS SEN |
|--------------|---------------------|-------------|---------|
| Year 1 | 4 | 3 | 2.5 |
| Year 2 | 3 | 3 | 3 |
| Year 3 | 6 | 3 | 2.5 |
| Year 4 | 3 | 4 | 4.5 |
| Year 5 | 2 | 3 | 3 |
| Year 6 | 2 | 3.5 | 4 |

***2016/17 results showing % children who were secure and above:**

| Reading | Number SEN children | Non-SEN | SEN |
|----------------|---------------------|---------|-----|
| Reception | 2 | 93 | 0 |
| Year 1 | 4 | 88 | 25 |
| Year 2 | 3 | 88 | 33 |
| Year 3 | 6 | 92 | 50 |
| Year 4 | 3 | 96 | 33 |
| Year 5 | 2 | 86 | 50 |
| Year 6 | 2 | 93 | 50 |

| Writing | Number SEN children | Non-SEN | SEN |
|----------------|---------------------|---------|-----|
| Reception | 2 | 89 | 0 |
| Year 1 | 4 | 69 | 25 |
| Year 2 | 3 | 76 | 33 |
| Year 3 | 6 | 56 | 0 |
| Year 4 | 3 | 72 | 0 |
| Year 5 | 2 | 86 | 0 |
| Year 6 | 2 | 86 | 0 |

| Maths | Number SEN children | Non-SEN | SEN |
|--------------|---------------------|---------|-----|
| Reception | 2 | 86 | 50 |
| Year 1 | 4 | 73 | 25 |
| Year 2 | 3 | 84 | 33 |
| Year 3 | 6 | 72 | 0 |
| Year 4 | 3 | 88 | 0 |
| Year 5 | 2 | 75 | 0 |
| Year 6 | 2 | 82 | 50 |

It is clear from these results that, despite accelerated progress in many year groups, there is still considerable work to do in order to ensure that SEN children reach the expected level in these core subjects. Consequently, Pupil Progress meetings will identify additional ways in which to close the gap and we will continue to draw on advice from external agencies. As a staff, we will also be accessing additional and relevant training.

Our 2017 OFSTED inspection commented on how effective SEN provision in the school is:

During this inspection, I looked at how leaders ensure that pupils, especially those who have **special educational needs and/or disabilities** and those who are disadvantaged, are supported to attend school regularly. In 2016, the attendance of these groups appeared in the bottom 10% nationally. However, the small numbers of pupils in these groups mean that each pupil represents a high percentage and, therefore, any analysis needs to take into account that the group's attendance figures can fluctuate widely. **You have worked closely with the families of these pupils to support and challenge them as required.** You have clarified expectations for attendance. For example, you rightly expect pupils to attend school before and after routine medical appointments. Staff swiftly follow school procedures for pupil absence. **Your actions are starting to make a difference. I also looked at how well pupils in these groups are supported to achieve well.** Historically, disadvantaged pupils in the school have performed well, matching or exceeding the progress of other pupils nationally. **Pupils who have special educational needs and/or disabilities are a smaller group and their achievement fluctuates year on year. Evidence of work in the books of current pupils shows that the majority of both groups are making good progress. The special educational needs coordinator carefully tracks the progress of these pupils and plans additional support based on the individual's need.** For example, disadvantaged pupils make good use of the 'book rucksacks' full of carefully chosen books to help them make good progress in reading. **Good use is made of external specialists such as the speech and language therapist.**

How are children 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. We talk to parents and young people when planning trips so that everyone is clear about what will happen. If it is deemed appropriate, parents may be invited to accompany their children on trips.

There is information about activities and events for disabled children and those with SEN 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/schoolsnews/2016/Revised%20Schools%20Accessibility%20Strategy%20FINAL%20May%202017.pdf>

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

All children have the opportunity to share their views through their school council representatives and when Individual Education Plans are reviewed with teachers 1:1 termly. Where it is appropriate we involve SEN children in nurture groups in order to give them another way to express their views in a safe space.

We teach our children to respect, appreciate and celebrate, the many ways in which children can be different; where appropriate we follow our anti-bullying policy.

Joining the school and moving on

We encourage all new children to visit the school before starting. For children/young people joining our school we make sure that they have a 'buddy' who will help them to get to know where everything is and will play with them during lunch and break times.

We recognise that transitions can be difficult for children with SEND, and we take steps to ensure that any moves are as smooth as possible. When children are changing classes we arrange transition visits so that children become familiar with their new classrooms and key adults.

When children are moving schools support available includes:

- Taster sessions
- Contact between SENCOs/ Class Teachers
- Additional visits to local secondary schools in preparation for year 7
- Sharing records

Who to contact

If you are concerned about your child please speak to the class teacher initially.

If you'd like to feedback, including compliments and complaints about SEN provision please contact the class teacher, if you feel your issue has not been fully dealt with then you should contact the SENCo and, ultimately, the Headteacher in line with our School Complaints Procedure. We aim to respond to any complaints within 5 working days.

Impartial advice from Oxfordshire's SENDIASS (SEND Information and Advice Support Service): <https://www.oxfordshire.gov.uk/cms/public-site/sendiaass-oxfordshire-formerly-parent-partnership>

If you'd 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>

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it: [SEND: The Local Offer](#)

Our school has contributed to the county's Local Offer through attendance at a training workshop and through trialling of new guidance and systems.

Miss Billingham (SENCo) 4/10/17