



SEN AND DISABILITIES

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

September 2020

This report sets out information about our provision for children and young people with special educational needs (SEN). This report is updated annually.

The School's Aim

At St. Michael's C of E 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 child matters. We take account of children's 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 children's needs effectively.

We have various policies to help us to achieve this aim and the school's [Accessibility Plan](#) forms the focus for pupils with SEN and disabilities. The school's practice is in line with the [SEND Code of Practice](#).

The SEN Policy

The [SEN Policy](#) outlines our aims and all our arrangements for the coordination and management of SEN. 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 children may transfer.

About our school

St. Michael's C of E 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 via the school office: 01865 241476 / [office.3216@st-michaels-](mailto:office.3216@st-michaels-oxf.oxon.sch.uk)

[oxf.oxon.sch.uk](mailto:office.3216@st-michaels-oxf.oxon.sch.uk), 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: George Southcombe

Our [SEN Policy](#) , [Accessibility Plan](#) and [Equality Policy](#) are available on the [school website](#) or from the school office.

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

The school uses [Oxfordshire County Council's Guidance for SEN Support](#). This has been updated this academic year and all teachers have access to it.

The guidance sets out:

- How we identify if a child 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
- Appropriate strategies to use
- How we review progress and agree outcomes and involve you and your child in this

How do we work with parents and children?

We will always contact parents if we have a concern that a child may have a special educational need.

We work closely with children 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 consultation 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's [Accessibility Plan](#).

We recognise the importance of quality first teaching and that first, and foremost, this will have the greatest impact on learning.

We also run small group and 1:1 interventions and small group nurture sessions across the school. We use intervention programmes such as Project X to support the development of language and literacy skills across the school.

We run same day intervention sessions to ensure children are supported in keeping up with the maths curriculum.

Precision teaching is used to target small gaps in learning where appropriate (this approach can be useful to support learning across the curriculum e.g. phonics, spelling, number bonds).

Computer applications can provide many helpful tools and we subscribe to a number of services (e.g. Mathletics, Times Tables Rockstars) which can support the children in their learning both at home and in 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.

At the start of 2020 all teachers and TAs updated mental health training with an emphasis on ways to recognise mental health issues in children, the importance of resilience, ways to support children with mental health issues and how, and when, to access appropriate expertise from outside agencies.

Staff are given ongoing access to training in appropriate approaches to support children with ADHD or ASD diagnoses and as a staff we recognise that these approaches often benefit the whole class.

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

- 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
- NHS Speech and Language and Occupational Health Therapists
- Speech and Language support from the OWL Centre
- Local and Community Support Service

Information about some of these services and what they offer can be found on the [Oxfordshire County Council SEN web pages](#).

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 and attainment of all children is tracked throughout the school through termly pupil progress meetings based on a number of assessment criteria. The progress and attainment of each SEN child is carefully reviewed and is particular to their individual circumstances.

Usually, this report sets out specific data on the impact of provision, however, owing to lockdown and partial school opening after March 2020, the normal statutory data for Year 6 is not available. Internal assessments for other year groups in February and September 2020 indicate that children across the school did not make the progress we would normally expect and this is also true of some of our SEN children. However, assessment data for progress in reading and maths in this period shows that SEN children were less likely than their peers to make negative progress: 20% of SEN children made negative progress in maths in contrast to 47% of their peers and 40% of SEN children made negative progress in reading in contrast to 58% of their peers.

During the lockdown and partial opening period, 30% of our SEN children attended our special class, which remained open throughout the period. The SENCo was in regular contact with children with Education Health and Care plans.

In addition, for children with SEN, we regularly review progress towards agreed outcomes, which are not always academic, 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 head teacher reports regularly to the Governing Body; sharing details of progress and attainment across the school; the SENCo also meets regularly with the SEN Governor.

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 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](#).

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 Pupil Profiles are reviewed with teachers 1:1 termly.

Where 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 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 head teacher in line with our School Complaints Procedure. We aim to respond to any complaints within 5 working days.

Oxfordshire's [SENDIASS](#) (Special Educational Needs and Disability Information & Support Service) provide impartial advice and support for parents.

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](#).

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

Miss Billingham (SENCo) 23/9/20