

Special Educational Needs Report to Governors: November 2018

- Julie Ilsley Special Educational Needs Coordinator

Special Educational Needs Policy

The SEN (Special Educational Needs) Policy defines the aims and objectives of Radley CE Primary School and FSU; it is available to any parent/carer on request and can be accessed on the school website. The policy is written in line with the Code of Practice and special education provision under Section 21 of the Children and Families Act 2014. The code details the rights and responsibilities of parents and children throughout the process alongside the class teacher, Special Educational Needs Coordinator (SENCo), Headteacher and SEN Governor. The Policy was reviewed and updated in November 2017 and reflects the 2014 changes.

Identification and Provision

We use 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 parents and pupils in this.

This guidance can be read in full at:

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

Number of Children with SEN

Key Stage	SEN Report	EHC Plan	Total
EYFS	0	0	0
Key Stage 1	4	0	4
Key Stage 2	10	0	10

The number of children having been identified as having special educational needs at the start of the academic year (2017/18) was 13 which is approximately 12% of children on roll. By the end of the year this had increased to 14 children due to one child moving to our school with Special Educational Needs. Additional Funding for one child was in place until May 2018. During this academic year an EHCP was applied for (this was a second application) and it was agreed at the start of the new academic year 2018/19. It is anticipated that this plan will be in place during the Autumn term 2018.

The following table shows the children's primary needs.

Need Type	Number of Children
Social, Emotional and Mental Health	9
Moderate Learning Difficulty	5
Speech and Language	0

*Many children on the register have more than one need.

Pupil Premium

During this academic year 5 of the 14 children on the register for SEN are Pupil Premium children.

Deployment of Staff and Resources

Teachers focus on 'Quality First' teaching for children with SEN and are supported by Teaching Assistants (TAs) who offer classroom support and deliver specialised programs and interventions when required. The majority of support is given in the core subjects namely numeracy and literacy. However, there is increasingly a need for supporting certain children in areas such as developing social skills and emotional development. For example, this may be through groups such as 'Circle of Friends', 'Concentration' groups and for individual children, Draw Talk sessions.

The SENCo supports the teachers in the assessment of the children and the writing of the Pupil Profiles and Tracker sheets. Weekly Staff Meetings include a SEN slot and six times a year a whole Staff Meeting is dedicated to SEN which generally involves the SENCo training or sharing resources with the staff.

The SENCo and a TA attended training on Specific Learning Difficulties which focused on dyslexia, dyspraxia and dyscalculia. The SENCo also visited the Unicorn School and took part in workshops for pupils with dyslexia. Training was undertaken by the SENCo for the teachers and staff on dyslexia. There has been a refresher at the start of the new academic year for TAs in line with our new Action Plan which focuses on the development of a greater understanding and provision in this area.

The SENCo attended training on The Oxfordshire's Threshold of Needs and Early Help Assessment. This has enabled the school to complete an application for Early Help Assessment and to be Lead Professional in the TAF (Team Around the Family) process. Two families received this support during the last academic year.

The SENCo attends termly Partnership meetings which focus on local and national issues and are organized by OXSIT (Oxfordshire Schools Inclusion Team). We use part of our SEN budget to be members of this organization and a wide range of online resources are available within this package.

During 2017 - 18 Support Staff were observed working with children with Special Education Needs and their Performance Management targets include a target focusing on supporting these children for 2018-19. The SENCo also completed

Learning Walks and Book Scrutinies based on SEN as part of the monitoring process.

The SENCo attended the SEN Conference in July 2018.

The SEN Governor for this academic year was Mrs Thalia Teasdale.

Progress of Pupils with SEN

All children who are currently receiving SEN support are assessed at least once every long term to review progress and to ensure they are working towards meeting their individual targets. These targets are set and reviewed three times a year. These meetings are held in December, April and July. We have also introduced an additional meeting for parents in September which gives parents the opportunity to contribute towards their child's Pupil Profile and meet the teaching staff at the start of the academic year. This is particularly important when a child has moved into a new class. The SENCo monitors the progress of the individual pupils throughout the year by meeting with class teachers, studying data and by completing Provision Maps.

Pupils' were included in the review process during 2017-18 and this was often in the form of a Pupil Voice interview which fed into the Review Meetings. A more detailed pupil interview, 'The 3 Houses' was trialed and proved to be informative at feeding into TAF (Team Around the Family) meetings. TAs have received training and support in carrying out these pupil interviews.

The table below shows the percentage of SEN compared to Non SEN pupils attaining 'expected' or better progress during 2017-2018.

Curriculum Area	Percentage of SEN pupils attaining 'Expected' or better progress	Percentage of non-SEN pupils attaining 'Expected' or better progress
Reading	84%	88%
Writing	76%	86%
Maths	84%	90%

External Personnel and Other Agencies

The SENCo also liaises with Outside Agencies for advice and guidance. The school is currently supported by an Educational Psychologist, Speech and Language Therapists, SENNS TEAM, Occupational Therapist and a LCSS (Local Community Support Service) worker. Last year the SENCo also liaised with other agencies such as SENDIASS and PCAMHS for guidance and support for individual children and families.

Parent/Carer Involvement

All parents/carers are invited to attend Review Meetings and any meetings involving Outside Agencies. This year we provided parents with a timetable of these meetings in September. The attendance at these meetings is very high. In addition to these

meetings the SENCo regularly meets with parents across the Key Stages on their request. Parents' views and input are recorded on the children's Pupil Profiles.

Inclusion

All pupils with SEN and/or disability take part in all aspects of school life including out of school activities and residential trips.

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 is set out in the school's Accessibility Plan and Equality and Social Inclusion Policy, which can be found on our website. We use a range of intervention programmes throughout the school as appropriate, including Precision Teaching, Toe by Toe programmes, Circle of Friends, 1:1 RWI programme (phonics), WAT (Write Away Together) and AcceleRead AcceleWrite.

SEN Action Plan

In the light of the Code of Practice (2014) and monitoring during 2017 - 2018, a new action plan has been developed for 2018 – 2019 which focuses on developing a better understanding and improving provision for pupils with Specific Learning Difficulties (focusing on dyslexia and dyspraxia); developing provision for Social Emotional and Mental Health across the school; and raising standards in writing for SEN pupils compared to non-SEN.

Equality

We are committed to inclusion and equal access for all regardless of SEN or disability. For full details please refer to our Equality Policy.

Joining the school and moving on

We encourage all new children to visit the school before starting. For children with SEN we ensure a meeting takes place with the child, their family, the class teacher and the SENCo to discuss any issues that might be of concern.

When children with SEN move onto the next class the teachers involved have a 'hand over' meeting where there is the opportunity to discuss the child's needs and their Pupil Profiles.

We begin to prepare young people for transition into the next stage of their education or training through liaison with the SENCo and staff of the receiving school. When moving to secondary schools it is the role of the SENCo to collate the information, attend the transfer meeting and if required, produce a transfer document. Detailed transfer documents are produced when children with SEN move onto new schools before the secondary stage.

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