

## **SEN Information Report 2018 - 2019**

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

### **Our School**

Radley 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;** this includes children who have attention deficit disorder, attention deficit hyperactive disorder and attachment disorder.
- **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 Mrs Julie Ilsley, who can be contacted through the School Office. Our governor with responsibility for SEN is: Mr Dan Pullen. Our SEN Policy, Equality Scheme and Accessibility Plan can be found on our website in our Policies section.

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

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 you and your child 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>

### **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. Parents are invited to attend Review meetings three times a year (in December, April and July). There is also an initial meeting at the start of the academic year for the parents to meet with their child's class teacher to share information. There are opportunities for parents and children to contribute to our policies on SEN and

Equality, through meetings with the school Staff, the school council and young people's consultation activities.

### **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 and Equality and Social Inclusion Policy, which can be found on our website. 'Quality First Teaching' is our priority for all children but when intervention activities are necessary, such programmes include Precision Teaching, Toe by Toe, 1:1 Read Write Inc programme (phonics), WAT (Write Away Together) and Emotional well-being sessions.

### **What expertise can we offer?**

Mrs Grace Slater holds a Master of Education (M.Ed) qualification in 'Individual Differences in Education and Training (Special Needs)', and our SENCo (Mrs Julie Ilsley) has The National Award for SENCos and attends regular SEN events and training. All staff have training with regard to the recent SEN Code of Practice. Teaching assistants are trained to support the particular needs of the children they work with and take part in training to update their skills.

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

Educational Psychology

Child and Adolescent Mental Health Services (CAMHS)

Oxfordshire School Inclusion Team

Speech and Language Therapy

Occupational Therapy

School Nurse

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages: <https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-sen>

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 is tracked throughout the school through regular assessments at least three times each year. In addition for children/young people with SEN we regularly review progress towards agreed outcomes assessing whether the support that has been in place, has made a difference and what we need to do next. We evaluate this progress against age related expectations (ARE). 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. Information about how the governing body evaluate the success of the education that is provided for pupils with SEN is contained in the Governors' Annual

SEN report, and an anonymised version of our most recent report (Nov 2018) can be found on the school's website in the Reports section.

### **How are children and young people 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. 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/SEN/guidance/Schools\\_Accessibility\\_Strategy.pdf](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 SEN?**

All children have the opportunity to share their views through their school council representatives and through conversations with the adults in school. We listen to the views of children with SEN, during specifically designated sessions on a termly basis. We take bullying very seriously. We help to prevent bullying of children with SEN by careful monitoring of any bullying incidents, and through designated conversations with the child on a termly basis, as above. Programmes are run to support the wellbeing of children, such as 'Circle of Friends'.

### **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 SENCO to discuss any issues that might be of concern.

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.

If you are concerned about your child, please contact your child's class teacher, or the SENCo - Mrs Julie Ilsley.