

Special Educational Needs Report to Governors

November 2021 - Julie Ilsley - Special Educational Needs Coordinator

Written in her absence by Claire Thomas - Headteacher

Special Educational Needs Policy

The Special Educational Needs (SEN) 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 Co-ordinator (SENCo), Headteacher and SEN Governor. The school's Special Educational Needs Policy was reviewed and updated in November 2020.

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 Support (K)	EHC Plan	Total
EYFS	0	0	0
KS1	1	1	2
KS2	4	2	6

The number of children having been identified as having special educational needs at the start of the academic year was 8, however we are currently in the process of applying for an EHC Plan for a child in nursery, which will be 9% of children on roll.

The following table shows the children's primary needs.

Need type	Number of children
Social, Emotional and Mental Health	4
Communication and Interaction	1

Cognition and Learning	3
Specific Learning Difficulty	0

* 87% of SEN pupils are boys and 38% girls *Many children on the register have more than one need.

Pupil Premium

During this academic year, one Pupil Premium children was on the SEN Register.

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' and our ELSA program which is aimed at individual pupils.

The SENCo remotely supported 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 will be dedicated to SEN which generally involves the SENCo training or sharing resources with the staff.

Our priorities for training during this academic year 2020-2021 were:

- To develop the provision for pupils with Literacy Difficulties within the school
- To continue the development of our understanding and provision in SEMH (Supporting Staff)
- To develop our range of assessment material available within Key Stage 1 and 2

Training was limited due to the periods of Lockdown, but included training from outside providers and in-house training. Targeted Training on Literacy Difficulties, included the SENCo attending training on 'Literacy Difficulties in SEN' and materials from these sessions were shared with the Staff. Teachers and TAs also took part in training on Precision Teaching in a session by the SENCo.

Outside training included sessions on Speech, Language & Communication Needs; Developing Vocabulary; and Developing Memory in Pupils. Sessions were spent in training a TA in implementing our standard assessment materials in Literacy and Maths. In the continuing development of our provision for Social, Emotional and Mental Health our TAs attended free training at the start of the academic year (these sessions continued from the previous academic year). And the SENCo attended training on Lego Therapy which is predominantly for children with SEMH issues but can also be used for pupils who may have difficulties with communication. Teaching Assistants received training in Autism Awareness (Levels 1 & 2)

The SENCo attends virtual 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. We continued to offer children support through ELSA

sessions (Emotional Literacy Support). Several pupils benefited from this support from September 2020 to March 2021 and this is something we intend to build on this academic year. The SENCo also had refresher training on Autism. The school received guidance and support from the Special Educational Needs Support Service (SENSS). This service provides information and guidance for parents and staff for pupils who have difficulties with Communication and Interaction.

The SEN Governor for this academic year was Mr Dan Pullen.

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. Due to the Lockdown period, there was only one of these meetings held during this year (although many parents did have online meetings to discuss online learning during the remainder of the academic year). These meetings would generally be held in December, April and July.

We have 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 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' continued to be a valuable tool in gathering information to feed into 'Team Around the Family' (TAF) meetings.

Some TAs have received training and support in carrying out these pupil interviews. Due to the limited time spent in school for pupils during this academic year, we were unable to show progress of the SEN Pupils during 2020-2021.

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, SENSS TEAM, Occupational Therapist and a Local Community Support Service (LCSS) worker. Previously the SENCo also liaised with other agencies such as the SEN Officer and Child and Adolescent Mental Health Service (CAMHS) 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

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 Read, Write, Inc programmes (phonics) and Write Away Together (WAT).

SEN Action Plan

In the light of the Code of Practice (2014) and the limited monitoring during 2020- 2021, a new action plan has been developed for 2021-2022 which focuses on:

- Adopting and putting into practice the new OCC SEN Guidance throughout the school
- Continuing to develop our range of assessments available within Key Stage 1 and 2
- Developing knowledge and efficiency in managing EHCP's within the school
- Monitoring and raising standards in literacy and maths of children on the SEN register

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.