

SEN Information Report 2019 – 2020

Shellingford CE (A) Primary School is an inclusive school that ensures all pupils have equal access to the curriculum and the opportunity to participate in visits and trips, clubs and other school activities. This report sets out information about the ways in which our school meets the provision for children with Special Educational Needs (SEN).

Key Staff

Headteacher: Miss J Terrell

SENCo: Miss K Long

Assistant SENCo: Mrs A Davis

Our Special Educational Needs Co-ordinator (SENCo), Miss K Long, is a qualified teacher and SENCo. She holds the National Programme for Specialist Leaders in Behaviour and Attendance award in addition to the National SENCo award. Our Assistant SENCO, Mrs A Davis, works alongside Miss Long and is the school's accredited Emotional Literacy Support Assistant. Miss Long and Mrs Davis work together as our school's SEN Team.

The SENCo/Assistant SENCo can be contacted via the school office.

Our governor with responsibility for SEN is Mrs A Marlow.

Our SEN Policy is accessible on our school website ([link to SEN Policy](#)) or is available from the school office on request.

Our Admissions Policy ([link to Admissions Policies](#)) is also available on our website.

Our School

Shellingford CE (A) Primary School provides for children with a wide range of special educational needs including those with;

- Communication and Interaction needs
- Cognition and Learning needs
- Social, Emotional and Mental Health needs
- Sensory and/or Physical needs

We use Oxfordshire County Council's guidance 'Identifying and Supporting Special Educational Needs in Oxfordshire Schools and Settings' to enable us to identify those pupils who may have SEN. This document is available to read online, and can be found through the following link:

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

We offer a broad and balanced curriculum for all of our pupils, including those with SEN. We offer a curriculum that is creative and exciting, and our Christian ethos has a strong presence throughout. Where pupils need support or provision which is in addition to, or different from, the core curriculum, we ensure that this is delivered sensitively. Rigorous monitoring ensures the effectiveness of this provision.

Provision

- Additional support is often given as an individualised programme that is planned by the pupil's class teacher. We use this approach to support pupils who have specific 'gaps' in their learning, particularly in phonics, spelling or numeracy skills.
- We provide opportunities for Pre Teaching and/or overlearning for specific pupils who would benefit; these sessions are planned by the class teacher in order to establish familiarity with the vocabulary that the pupils will be using during the week.
- Where appropriate, we also use a range of interventions. These may be delivered to a pupil individually, or sometimes in a small group. Interventions used this year include:
 - Direct Phonics (reading)
 - Precision Teaching (reading or spelling)
 - Rapid Read /Jelly and Bean reading schemes
 - Multisensory spelling sessions
 - Write From The Start (handwriting)
 - Mighty Ducks (Social skills/Anger management)
 - Looking and Thinking (comprehension/thinking skills)
 - New Reading and Thinking (comprehension)
 - Listening Skills
 - Wordshark (computer based spelling program)
 - Numbershark (computer based mathematics program)
 - Emotional Literacy Support programme (delivered by a member of staff holding the Emotional Literacy Support Accreditation – ELSA)
 - Better Reading Support Partners (BRSP) programme - delivered and overseen by our qualified BRSP trained Teaching Assistant and Teacher.
 - Talkabout (revised version)

Most interventions run for a period of approximately 10 weeks, and pupil progress is closely monitored through pre/post assessments, observations and feedback throughout this period. Our SEN Team monitors the delivery of these interventions, and our SENCo monitors their impact on the pupils' learning at the end of each period.

More information on how we identify pupils with SEN is given in our SEN Policy. The SEN Policy also details the cyclical process that we use in order to plan and evaluate our provision for children with SEN. The policy explains in greater detail how our SEN provision is monitored by the SENCo and headteacher in order to ensure its effectiveness, and how pupils' families are involved. Our SEN policy can be accessed through this link; [\(link to SEN Policy\)](#).

Our expertise

The school works in liaison with external agencies and support services. We utilise the expertise of these professionals in assessing and advising us on how best to support our pupils.

- Our pupils have benefitted from input from the following services this year:
 - Educational Psychologist
 - Speech, Language and Communication Therapist
 - Language and Communications Advisory Teacher
 - Autism Advisory Teacher
 - Occupational Therapist

The majority of our staff have received awareness training in Autistic Spectrum Condition. Many staff have also received training in Dyslexia awareness. All of our staff have received Team Teach safe handling training.

One of our TAs is an accredited ELSA (Emotional Literacy Support Assistant). Another TA and a class teacher have completed training for the Better Reading Support Partners programme.

Emotional Health and Well Being

We place great emphasis on promoting emotional health and well-being in all of our pupils, including those with SEN.

We are proud of the strong Growth Mindset philosophy that is tangible throughout our school. All staff in our school have received training on the Growth Mindset philosophy, and our interactions with each other and our pupils reflect this.

We have a number of intervention programmes and resources that are designed to build on social skills, promote self-esteem and support emotional well-being. We have purchased the revised Talkabout programme, a social communication skills package that can be adapted to suit pupils across the primary age range and beyond. We also have access to a dedicated and effective ELSA (see above).

We have invested in the Relax Kids specialist program, from which all of our pupils have benefitted from this year. We have also bought in a Yoga teacher, which all classes benefit from throughout the year. All classes have the opportunity to take part in Forest Schools during the Summer Term, which we buy in from a specialist Forest Schools provider.

Our teachers use the QCA behaviour criteria and scale to assess the Emotional, Conduct and Learning Behaviours of pupils with SEN regularly throughout the year and this is monitored by the SENCo. Any concerns are followed up with the pupils and interventions put in place as necessary.

Accessibility

Our school's Accessibility plan, written in accordance with the Equalities Act 2010, is accessible on our website; ([link to Accessibility Plan](#)). Information regarding the Oxfordshire Accessibility Strategy can be found here;

http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools_Accessibility_Strategy.pdf

We ensure that all pupils, including those with SEN, can access the learning opportunities presented both in and outside of the classroom. This includes Forest School activities, school trips, swimming lessons, sports events and our annual year 5/6 residential trip. We may deploy additional TAs to support pupils during these times and always make sure that we make adaptations to enable their learning experiences to equal those of their peers. We prepare our pupils, particularly those with SEN, for such events, often through the use of social narratives.

Within school, our large classrooms mean that we can provide all pupils from years 1-6 with quiet areas, or individualised work spaces where these may be requested by an external agency working with a specific pupil.

We are fortunate enough to have a dedicated learning room called Anne's Room, where pupils may come to receive individual or group interventions. Anne's Room also offers a specially designed sensory area, to which pupils may retreat if they need some time out from their learning, to calm down, or to re-focus, and sometimes as a reward.

Anne Room provides a central resource and information point for all staff. We also have another space in which pupils can work in small groups or individually away from the classroom, called Tom's Room.



Budget Allocation

The School/SEN budget for the Year 2018-19 purchased the following;

- Specific equipment
- Sensory equipment
- Renewal of the ELSA accreditation for Mrs Anne Davis
- Support from the Educational Psychology Service

Liaison with Secondary School Partners

We have strong links with Secondary Schools, especially Faringdon Community College and Burford School. Close liaison takes place to ensure accurate and efficient transfer of records and information to minimise the disruption of change for pupils transferring to the secondary sector. Separate transition arrangements and induction visits are arranged for SEN pupils where required.

For pupils moving into the school that have an identified Special Educational Need, similar liaison meetings take place prior to entry, to ensure appropriate levels of support are in place.

Next steps

Next year we intend to focus on:

- Continuing the success of the Target Pupil system since it has now become fully established across the school.
- Ensuring that all of our Teaching Assistants remain abreast of recent changes to the National Curriculum, government expectations and our school's procedures for assessing and feeding back pupil progress.

If you wish to find out more about Special Educational Needs at our school or have any questions about this report, please do contact us.

If a parent or guardian is concerned about SEN provision for their child, initial contact should be made via the Class Teacher. A meeting will then be arranged, which may involve the Headteacher or SENCo, to discuss the concern.

If you would like impartial advice on a matter regarding a child with SEN, you may wish to contact SENDIASS (formerly Parent Partnership). Their website can be accessed through this link:

<https://www.oxfordshire.gov.uk/cms/public-site/sendiaass-oxfordshire-formerly-parent-partnership>

Miss Katie Long
SENCo