

OAKHAM CHURCH OF ENGLAND PRIMARY SCHOOL

SEND INFORMATION REPORT

The school governing body has a legal requirement to complete a SEND Information Report. Our report will be updated annually to reflect changes and plans within the school.

What is SEND and SEND support?

SEND stands for special Educational Needs and, or, a Disability.

The Code of Practice 2014 states that:

'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to children of the same age.'

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school.

What are the kinds of Special Educational Needs (SEND) for which provision is made at Oakham Church of England Primary School?

Oakham Church of England Primary School is a mainstream primary school for pupils aged 4-11, with 315 places. There are currently approximately 285 pupils on roll. Pupils are admitted to the school via the primary places application process at Rutland County Council for school starters at 4+ or for in-year admissions. The school admissions policy can be found here: <http://www.oakham-primary.rutland.sch.uk/admissions/>

Within the school, there is a Designated Special Provision for pupils with a diagnosis of autism spectrum condition and/or moderate learning disabilities.

All pupils admitted to the Designated Special Provision must have an EHCP and places can only be allocated through the Local Authority.

Who are the best people to talk to at our school about my child's difficulties with learning / SEND?

The class teacher has responsibility for:

- Checking on the progress of your child.
- Identifying, planning and delivering a differentiated curriculum for your child in class as required.
- Personalised teaching and learning for your child.
- Ensuring that the school's SEND Policy is followed in their classroom.

SENDCo : Mrs Marples (mainstream)
Ms Smith (designated specialist provisions)

SEND Governors : Caroline Abdul-Rahim and Stew Needham.

You can contact the SEND Governors via the school office.

They are responsible for:

- Developing and reviewing the school's SEND Information report/ policy.
- Co-ordinating all the support for children with special educational needs or disabilities.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of children in the school are known) and making sure those records of your child's progress and needs are kept up to date and are confidential.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best possible progress.

They are also responsible for ensuring that you are:

- Involved in supporting your child's learning.
- Kept informed about the support your child is receiving.
- Involved in reviewing how your child is doing and liaising with all other agencies which may be involved with your child e.g. Educational Psychology, Behaviour Support Service, Social Care and Health Service.

How are children with SEND identified at our school?

Referring to the SEND code of practice: 0-25 2014, a child has SEND 'where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age'.

Class teachers make regular assessments of progress for all children. From this, the school is able to identify children making less than expected progress given their age and individual circumstances. Other factors including attendance, punctuality and health are considered. Consideration is also given to the particular circumstances of children, for example those who are Looked After and/ or eligible for the Pupil Premium.

When deciding whether to make special educational provision, a meeting will be arranged between the SENDCo and class teacher to consider all the information gathered from within the school.

Parents/carers will be notified by a telephone call/letter/email of the meeting, when they will be invited to discuss:

- The child's areas of strength and difficulties.
- Any parent/carer concerns.
- Any additional support your child may receive.
- Any referrals to outside professionals, to support your child's learning.

Where a child is identified as having SEND, the school will seek to remove barriers to learning and put SEND provision in place. The SEND support will take the form of a four part cycle:

- Assess** - An analysis of the child's needs will be carried out by the class teacher and SENDCo.
Outside agencies may also be involved following review discussions.
- Plan** - If the school decides to provide the child with SEND support parents/carers will be notified. All staff involved with the child will be informed.
- Do** - Interventions/support will be delivered.

Review - The effectiveness of the intervention/support will be reviewed regularly.

We aim to work with the child and parents throughout this process.

How do we consult with parents and involve them in their child's education?

We welcome contact with parents either in person or via telephone or e-mail. We know that children make the best progress when the school and parents work together.

We will always contact parents if we are concerned about any aspect of a child's welfare, progress or behaviour. Parents of pupils on Provision Maps will be informed of pupil targets and progress towards achieving them twice a year at parents consultation (October, February) and at the end of the academic year through the annual report. Pupils with an EHCP will have an Annual Review meeting to monitor progress and determine whether the child's special needs are being met. Parents will be involved in all EHCP review meetings.

How do we consult with children and involve them in their education?

We value and encourage each child to express their views on all aspects of school life. This is usually carried out through Class Forums and regular meetings of the House Captains. All pupils are aware of their learning targets and encouraged to reflect upon these. If your child has an EHCP they may also be involved in writing and reviewing their personal outcomes.

How do we assess and review pupils' progress?

The progress of all pupils is continually monitored by the class teacher, Senior Management Team and SENDCo. This is supported by moderation across the school and with other local schools. Progress is reviewed at regular intervals and formally three times a year.

If your child has an EHCP you will receive a Individual Education Plan (IEP) three times a year. The progress of your child will also be formally reviewed at an Annual Review meeting.

All parents have the opportunity to speak to their child's class teachers at a parents' consultation evening, twice a year, and will receive a written annual report at the end of the academic year.

How are adaptations made to the curriculum and the learning environment to ensure all children can engage in activities?

All teachers have the highest expectations of your child and all children in their class. The quality of teaching and learning is regularly reviewed to ensure the highest possible standards are achieved. The school provides regularly training opportunities for staff to improve the teaching and learning of all pupils, including those identified

with a SEND. This can include whole school training on SEND issues and more specific training for those working with children with individual needs.

In every classroom teachers will:-

- Adapt planning to support the needs of children with SEND.
- Use a variety of teaching styles and cater for different learning styles to allow all pupils to access the curriculum.
- Work together with other adults to give targeted support to those children who need it.
- Fully involve all pupils in the classroom learning.
- Ensure that strategies suggested by the SENDCo or other professionals involved in working with your child are in place to support an individual.

We will always endeavour to make adaptations to the learning environment to remove barriers to learning and support the inclusion of all children.

These might include:

- Positioning within the class and organisation of furniture.
- Using adapted resources.
- Use of ICT.
- Flexible timetabling.
- Use of visual prompts.
- Use of additional adult support.
- Calm Boxes.

Other strategies may be put into place depending on an individual child's needs. Some children will be involved in specific group work interventions to provide further targeted support.

The school building is fully accessible with adaptations to provide effective personal care for children with disabilities.

If a child needs specialist equipment to access the curriculum, the school will liaise with the appropriate authorities (LA, NHS) and endeavour secure this.

What training have the staff had about SEND?

The school provides regularly training opportunities for staff to develop their professional development throughout the school year. Specialist SEND training is accessed when opportunities and capacity allow. For example:

- Emotional Literacy Support (ELSA).
- Training on specific learning difficulties (eg. ADHD, ASD).
- Applying the SEND Code of Practice and the graduated approach.
- Use of specific strategies, e.g. PECS, Makaton.
- Specific medical conditions as appropriate.

All staff receive Safeguarding training which is updated regularly.

How do we evaluate the effectiveness of our work?

There are many ways in which we evaluate what we do in order to monitor the effectiveness of what we do and determine any necessary changes.

Some of the things we do are:

- Monitoring learning, planning and assessment.
- Work within school and with other local schools to moderate pupils' work.
- Respond to comments made on parental questionnaires.
- Invite external professionals into school (eg. Local Authority representatives, Ed Psych's).
- Receive visits from the Governing body's "Curriculum Champions" and SEND Governors.

How do we support children's emotional and social development?

In order to fulfil their potential, we believe that a child needs to feel safe and happy at school. Our staff pride themselves on knowing all the children well. Our pupils are welcoming and accepting. We encourage and celebrate this.

Our school has a Positive Behaviour policy which outlines our approach for all children. In addition to this some children may have personalised reward system to meet their particular needs.

In our school there are three members of staff trained as Emotional Literacy Support Assistants (ELSAs). They provide ELSA sessions to individuals and group nurture sessions.

We have key support staff on playground duty to focus on and support identified children with emotional and social difficulties.

There is a daily Breakfast Club for children who have been identified as requiring additional support with emotional and social issues.

As a school we have created a positive culture to prevent bullying and to tackle it when it occurs. All forms of bullying and harassment are dealt with promptly, firmly and consistently.

How does the school support children with medical conditions?

The school follows '**Supporting pupils at school with medical conditions Statutory guidance for governing bodies of maintained schools and proprietors of academies in England**' December 2015.

The school has a policy regarding the administration and management of medicines on the school site. Some children will have a care plan in place.

Staff have updates on conditions and medication affecting individual children and training, where appropriate, so that they are able to manage medical situations.

How will my child be supported through transitions?

The school recognises that transitions can be difficult for children with SEND and their families and so take steps to ensure any transition is as smooth as possible.

Starting school

- Three transition mornings in school.
- Parent information sessions.
- Share records from pre-school setting.

When moving year groups each school year:

- The existing teacher will ensure key information is passed on to the new class teacher. All relevant information about your child's SEND will be shared.
- All children spend three full transition days with their new class and teacher towards the end of the summer term (July).

If your child is moving to another school:

- We will contact the school's SENDCo and ensure they know about any special arrangements and any support that needs to be made for your child.
- All records about your child are securely passed on to the new school as soon as possible.

Transition from Key Stage 2 (primary school) to Key Stage 3 (secondary school):

- SENDCo of secondary school will usually attend the Y6 Annual Review meeting if your child has an EHCP.
- SENDCo and possibly Head of Year or other school support staff will visit your child's primary school.
- Key record sharing.
- Wherever possible we endeavour to arrange an enhanced transition, which includes visits to and activities with designated members of staff of the new school. (This is dependent on the receiving school).

How do we include other professionals in supporting our families?

We work closely with outside agencies and where appropriate follow their professional advice. This may include:

- Speech and Language Therapy.
- Occupational Therapy.
- Physiotherapy.
- School Nurse.
- Child and Adolescent Mental Health Service (CAMHS).
- Social Emotional Mental Health (SEMH) Specialist Teaching Service.
- Social Care team.
- Aiming High team.
- SEND Independent Advice and Support Service (SENDIASS).

- Teachers for visually or hearing impaired children.

Voluntary Sector:-

- Rutland Rotaract Family Support Centre (RRFSC) is a local charity providing a range of activities for children with SEND and their families.
- Rutland Parent Carer Voice (RPCV) provides the strategic link between families and the Local Authority

For more information on any of these services, visit Rutland's Local Offer at <http://ris.rutland.gov.uk>

What is the Local Offer?

The Local Offer has been created to provide a central point of contact to help parents of children with special educational needs to access the right services and support.

Information about the Local Offer for Rutland is held on the Rutland Information Service website at <http://ris.rutland.gov.uk> or you can telephone Rutland County Council on 01572 722577.

How do we handle complaints from parents?

We welcome feedback from parents and will always try to resolve any worries or concerns as quickly as we can. We all have the children's best interests at heart and often find that an open and honest discussion results in a positive way forward for all concerned. If, after doing this, you are still not satisfied then our Complaints Procedure clearly outlines what parents need to do to take a complaint further. A copy of our Complaints Policy is available through the office or on our website.