



Ladygrove Park Primary School

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SEN Information Report on the Implementation of the Special Educational Needs (SEN) Policy and Disability Equality Scheme

As part of their statutory duties, schools must publish information about, and report on, the school's policy for pupils with special educational needs.

Policies:

At Ladygrove Park Primary School we believe in providing every possible opportunity to develop the full potential of all children. The Special Educational Needs and Disability Policy (SEND policy), which can be found on the school's website, identifies our aims and objectives for children with SEND, and it also describes the processes used within school to support these children. The policy is reviewed annually - most recently in November 2017

Key Staff:

- Special Educational Needs Co-ordinator (SENCo) – Carol Turner
- Key Stage 2 Assistant SENCo – Heather Manthorpe
- Inclusion Manager – Carrie Barringer
- Inclusion Senior Leader – Elaine Li-Koo (DHT)
- Inclusion Governor September – Luce Carter

Number of Pupils with SEND:

	2012/2013	2013/2014	2014/2015	2015/16	2016/17	2017/18
SEND	48	41	80	49	53	57
EHCP	3	5	9	4	5	6
% of the school	14%	13%	18%	12%	13%	14%

In the past few years we have seen a rise in the number of children with more complex special educational needs who qualify for Additional Funding (6) and EHC Plans (6). We have also seen a rise in the number of children on the SEND register diagnosed with Autistic Spectrum Disorder (ASD) or displaying behaviour traits associated with those on the Autistic Spectrum (approximately 35% of the SEND register). Alongside this is a rise in the number of children experiencing learning difficulties/delays with dyslexic tendencies. Pupils on the SEND register are invited to attend their Pupil Profile reviews; it is at their parents' discretion whether they attend.

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Attendance of Pupils with SEND:

Attendance is monitored at the termly SEND reviews and absences of pupils with SEND are monitored daily by a designated member of the office staff. Issues around attendance or persistent late arrivals are notified to the headteacher.

Attendance	% of All	% of SEN
Below 95	16%	20%
Below 90	2%	4%
Below 85	0.20%	0%

Progress of Pupils with SEND:

Historically, the progress of pupils with SEND has always been variable. Those children who are not making expected progress within the National Curriculum are assessed using P-Scales assessments which allows small steps of progress to be demonstrated even if there has been no measurable progress made against National Curriculum objectives.

Following termly assessment, three times a year, reviews of children's progress by the Classteachers, supported by the SENCo, Inclusion Manager and Deputy Headteacher, children's needs are identified and suitable provision is implemented. This may involve interventions where the child is withdrawn from the class, additional support within the class or early involvement of the Education Psychologist (EP) and other outside agencies, such as the Speech and Language Therapist (SaLT), Occupational Therapist (OT) or the Communication and Interaction (CI) service.

- Provision for English in 2016-2017 concludes the fourth full year of the adoption of the Read Write Inc. synthetic phonics programme. It is evident from the reduction in both the number of RWI intervention groups needed across the school, as well as the group sizes, in 2016-17 which has continued into 2017-2018, that the programme is continuing to be highly successful. For example, whilst at the inception of the programme in 2014-15, Y6 needed, following assessment, 2 different level of RWI groups timetabled (numbering 10-12 children per group), there were no assessed eligible groups for Year 6 in the years since 2015. Gaps in FS and KS1 are narrowing with children attaining higher scores in the Y1 Phonics Screening Check and higher numbers meeting the check, particularly by the end of KS1 in Y2 if they haven't already done so in Y1. Further literacy support and intervention included 'Reading and Thinking', 'Reading for Meaning' and individualised targets managed on a Pupil Profile.
- Provision for Maths in 2016-17 included: smaller group teaching on a daily basis in upper Key Stage 2 with the use of Dr. Claire Shorrocks (Specialist Maths Teacher) and weekly flexible 'Narrow the Gaps' groups run by teachers based on understanding within the week.
- To accommodate some of the children diagnosed with ASC we use an 'errorless learning' style of learning alongside visual timetables to support independence.

Impact of Interventions

The results from recent spelling, reading and maths tests and the SAT tests have shown that intervention has had a positive impact in the school. All children who have participated in an intervention programme have made progress although some may still be below national expectation. Ref. above.

Budget Allocation

The SEND budget for 2016-17 was an additional fund of £32,896 and a notional budget of £80,380.

The SEND expenditure for 2016-17 was as follows:

Staffing costs £136,078

Resources costs £792.22

Continuing Professional Development costs £3,260.

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Courses and Training:

- Drawing and Talking therapy – 2 staff
- Inclusion Conference – 2 staff
- BERA conference – 3 staff
- SEN NQT Workshop – 2 staff
- SENCo Survival – 1 staff
- National Award Specials Educational Needs Co-ordinator - 1 staff

Resources:

- Books - story books for supporting emotional needs and a Sensory Skills programme
- Furniture and equipment including wobble cushions, beanbags and a special cutlery.
- Ear defenders
- Pencil grips and pens that rub out.
- Sand timers
- Lego for Lego Therapy
- Computer software including WordShark and Dyslexie font license.

Intervention Programmes

This year we have implemented and continued successful intervention programmes and strategies listed below:

- Read, Write, Inc Phonics inc 1:1 tutoring
- Read, Write, Inc Fresh Start
- FFT Wave 3 Intervention
- Precision Teaching (Spelling and Reading)
- Reading for Meaning
- Looking and Thinking
- Reading and Thinking
- Reading 1:1 Tuition
- LPPS Dyslexia Daily Reading and Spelling routine
- Wordshark
- Write from the Start
- Speed Up!
- BBC Dance-mat
- Typing Club
- Clicker 7 Software program
- Talk Boost
- Early Talk Boost
- Social Stories
- Comic Strip Stories
- Lego Therapy
- Zones of Regulation
- 5 Point Scale
- Drawing and Talking Therapy
- Emotional Literacy Support
- Numbers Counts
- Maths and GPS tuition

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Deployment of Staff and Resources:

Funding is received from the Local Authority to provide additional resources for children with EHC Plans (6) and those with additional funding(6). We have a team of Teaching Assistants who work one to one with children with EHC Plans, providing them with the support they require. We also employ a full-time School Learning Mentor who works closely with children and families.

We currently employ 29 teaching assistants who work in class with individuals or a small group of pupils, following a variety of recommended strategies and intervention programmes. All pupils with SEND are supported but not all pupils supported are on the SEND Register; they have, however, been identified as needing additional support in specific areas in which they experience learning difficulties.

All teaching assistants receive appropriate training and resources. Currently most intervention groups run in the afternoons so as not to impact on the teaching of Maths and English in the mornings when the pupils are supported in class. Some pupils are withdrawn during class time.

The SENCO is full time without classteacher responsibility and works alongside the Inclusion Manager, who works 3 days a week specifically with SEND and Pupil Premium. Both liaise regularly with the Deputy Headteacher regarding provision and outcomes including: monitoring provision (learning walks), assessing pupils' progress, collating (standardised) test results and data, reviewing the efficacy of strategies and interventions, delivering targeted training, as well as leading intervention groups e.g. phonics.

The SENCO and Inclusion Leader's key roles are to oversee and coordinate SEND provision throughout the school. They meet with parents, liaise with outside agencies, work with children, assess children and complete paperwork (e.g. applications for additional funding and EHCPs), ensuring the children receive the best support and provision possible. They also attend meetings and training and keep up to date with government requirements and changes regarding SEND. They meet regularly with all staff to discuss pupil progress and the impact of intervention programmes. They also use the time to talk about pupils in depth and to think about ways to support them further in Pupil Progress meetings.

The DHT looks carefully at school data and uses this to help identify pupils who are vulnerable to underachieving and to monitor the impact and success of intervention programmes.

External Agencies:

Close and effective links are made with a wide variety of agencies to support parents/carers and the school in addressing children's needs.

Agency involvement has included:

- Educational Psychologist
- Speech and Language Therapist
- Advisory Teacher for Physical Disability
- Advisory Teacher for Hearing Support
- School Nurse Services
- Home-School Link Worker
- Occupational Therapist
- Physiotherapist
- Communication and Interaction Service
- Down Syndrome and Complex Needs
- CAMHS/PCAMHS
- Children's Services
- SEN ICT Service

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Secondary Schools and Settings:

To ensure smooth transition for Year 6 children with SEND, additional transfer arrangements are implemented during the summer terms, when required. Children on the SEND register have the opportunity for extra visits to their secondary school. Annual reviews for children with statements in Year 6 are arranged in order to transfer them onto an EHC Plan. Representatives of the secondary schools attend these reviews to help smoother transition from Year 6 into Year 7.

Staff Development:

- SENCo will complete her National Award Specials Educational Needs Co-ordinator in January 2018.
- Inclusive Development Programme (IDP): all staff are required to read the on-line modules to up-date their training and knowledge on relevant SEND in his/her class;
- Training to all staff on the understanding of, and effective practice in response to, identified areas of SEND within the school including: Phonics and RWI training, Behaviour training, Autism in girls, use of the 5 Point Scale, inclusion practices in the classroom, Zones of regulation.
- Epi-pen, Epilepsy, Asthma and Diabetes training – relevant staff attended;
- In 2016-17 we increase the allocated dedicated staff meeting time to allow teachers time to review and write their Pupil Profiles and to keep up to date with their own SEND CPD.

Disability Duty – Accessibility and Future Plans:

The Disability Equality Scheme and Access Plan was reviewed in September 2016.

Numbers of Children/Young People with Disabilities and Medical Needs within the School for 2016-17:

- Statements/EHCPs: 6
- Individual Health and Care Plan (IHCP): 40

The number of children with IHCP plans has nearly doubled this year. HCPs are generated by a designated member of staff (Sarah Richards-Turner), with advice from the School Health Nurse and are written with the involvement of parent/carers. Parents/Carers are invited to attend and contribute to all review meetings. Information about the complaints procedure and how to access this procedure is available in the Policies section on the school website or can be requested from the school office. The SEND policy is also available on the website.

For information and guidance on SEND please visit Oxfordshire's Local Offer

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>.

November 2017

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