



Clifton Hampden C of E Primary School Special Educational Needs Report January 2017

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

About our school

Clifton Hampden C of E Primary School is a mainstream school and 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
- 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 Denise Wake
She can be contacted on: 01865 407700

Our SEN policy can be found on our website or by request from the school office.
Our Equality Scheme and Accessibility Plan can be found on our website or by request from the school office.

How do we identify and give extra help to children and young people with SEN?

The school uses 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.

Click here to read it:

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

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

How do we work with parents and children/young people?

We will always contact parents if we have a concern that a child or young person may have a special educational need.

We work closely with children and young people with SEN and their parents to agree outcomes and how we will all work towards these, and then to review progress. All parents are called in for Pupil Profile review meetings three times per year. They also have the opportunity to meet with staff during parent consultation meetings.

Teaching staff are available at the start and end of the school day and will pass on any successes or observations to parents at those times. Pupil Profile meetings also provide parents with information on how they can support their child at home. Children also have the opportunity to review their own progress towards targets and how they think they have done. The children are then involved in setting their new targets and what they think they might need to work on next during their Pupil Profile review.

There are also opportunities for parents and children to contribute to our policies on SEN and Equality. We do this by offering a school council and consultation activities.

Adapting the curriculum

We offer a broad and balanced curriculum for all children and young people including those with SEND. Details are published on this school website.

The learning opportunities all children experience at Clifton Hampden C of E Primary School are differentiated and tailored to suit their needs. The learning could be differentiated by task (by being given a different activity to complete), the level of support a child receives during the lesson (from an adult or his/her peers), or by outcome (the amount of work expected to be completed by the end of the lesson). Using a variety of types of differentiation enables all children to learn and achieve in a way that best suits their own learning style.

Specific support for children with SEND varies depending on the needs but can include:

- Use of individual, pair and small group activities to teach specific skills
- Access to suitable individual or small group intervention programmes, such as Precision Teaching, Early Talk Boost, Talk Boost, Phonics interventions
- Models, images and multisensory resources to promote understanding
- Any adaption's needed to the physical environment to help with access to learning.

The way we adapt this for children with SEN and disabled children is set out in the School Accessibility Plan. This can be found on our website or by request from the school office.

What expertise can we offer?

Our Special Educational Needs Co-ordinator (SENCo) at Clifton Hampden C of E Primary School is Mrs Denise Wake. She works with teachers, teaching assistants and others to organise and deliver provision for children with Special Educational Needs (SEND). Our teachers are experienced in making adjustments to meet the

needs of individual children. Amongst the teaching assistants (TAs) there is a wide range of experience and expertise in the different areas of SEND and the type of assessment and interventions we use.

- All staff have basic awareness level training in supporting children with a variety of special educational needs.
- Several staff have received enhanced training in supporting children with a variety of special educational needs including: autistic spectrum conditions, speech, language and communication needs and physical disabilities.
- Teaching assistants are trained to support the particular needs of the children they work with.

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

- Oxfordshire Schools Inclusion Team (OXSiT)
- Primary Child & Adolescent Mental Health Services (PCAMHS)
- Speech and language Therapists (Sp&L)
- Communication and Interaction Support (C&IS)
- Occupational Therapy (OT)
- Educational Psychologist (EP)
- Early Intervention Hub
- Children's Social Care

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/support-services-send>

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/young people is tracked throughout the school including the use of pre and post intervention assessments where applicable.

In addition for children/young people with SEN we regularly review progress towards agreed outcomes assessing whether the support that's been in place has made a difference and what we need to do next. We evaluate this progress against age related expectations.

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.

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

What do we do to support the wellbeing of children/young people with SEN?

All children, including those with SEND, have the opportunity to share their views through their school council representatives, circle time, annual pupil questionnaire and specifically for those with SEND, Individual Provision Plan Review meetings.

We take bullying very seriously. We help to prevent bullying of any children, including those with SEND through:

- curriculum activities (such as regular circle time),
- assemblies,
- our Equality policy
- our whole school behaviour policy.
- Our whole school ethos and Christian values.

Children are encouraged to reflect on their learning and targets in a simple way from reception year onwards so that they gain the skills to think about what they have done well and what they would like to improve. Children communicate their reflections in a number of ways according to the class they are in and the stage they are at – adults in school review these comments and they contribute to planning next steps.

Copies of our Behaviour, Anti-Bullying and E-Safety Policies are available on our website or from the school office.

Joining the school and moving on

Prior to starting school all children are offered transition visits. Parents and children are encouraged to attend the induction afternoons to have another opportunity to talk with the class teacher and meet the class TAs. If there are any specific SEND needs which require further visits and meetings with the Head teacher and SENCo these can be arranged.

At the other end of the school, transition to secondary education is overseen by the Head Teacher and/or SENCo. Relevant information is passed on about all children including those who have SEND or are anxious about the transition and would benefit from some initial nurture. A member of staff can be provided to support children with SEN who need additional support during pre-transition visits to secondary schools. Where an Education Health Care Plan is in place, the Annual Review process ensures that all parties involved have an input and agree any necessary action, which is then put into being to facilitate a smooth transition.

Who to contact

The first step for any initial concerns would be to arrange a meeting with your child's class teacher to talk through the matter. If further action is required, the class teacher will have a discussion with the SENCO. Then there will be a conversation with parents to feedback the findings and discuss the next steps. An appointment can be made with the SENCo at designated times by calling the office who will take a message for you to be called back.

If you'd like to feedback, including compliments and complaints about SEN provision, please contact the SENCO or the Head teacher.

If you'd like impartial advice from Oxfordshire's Parent Partnership Service contact <https://www.oxfordshire.gov.uk/cms/content/contact-parent-partnership>

If you'd like to know more about opportunities for children and young people with SEN and their families, support groups or information about SEN these are listed in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

And finally - Oxfordshire's Local Offer contains lots of information for parents.

Click here to see it:

[SEND: The Local Offer](#)