



At Cholsey Primary School we recognise that all children have the right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, exciting and positive environment in which all pupils can develop their full potential. We recognise that children are individuals, that each one has needs special to them.

Special Educational Needs Information Report

September 2018

An OPEN Academy School

We:

- ensure that our curriculum is responsive to all children, whatever their individual need;
- promote positive attitudes and individual confidence, ensuring that all children experience success;
- identify, assess, record and regularly review pupils' special educational needs;
- encourage parents/guardians to be involved in planning and supporting all stages of their child's development
- make effective use of support services.

The Oxfordshire County Council Local Offer for Children with SEN and disabilities can be found at:

<https://www.oxfordshire.gov.uk/cms/taxonomy/term/278>

Information and Guidance/Points of Contact

Who should I contact to discuss the concerns or needs of my child?

Cholsey Primary School is committed to working in partnership with parents/carers and listens to any concerns they may wish to raise. Please contact the school to arrange a meeting - 01491 651862 or senco@cholsey.oxon.sch.uk

- The Class Teacher is the first point of contact. They monitor the progress of each child and liaise with other key staff about interventions which may be needed.
- The Special Educational Needs Coordinator (SENCO) – Kate Norman
- Family Support Worker – Karen Poole
- Deputy Head Teacher - Rosie Lee
- Head Teacher – Heidi McSweeney
- SEND Governor – Andy King

Assessment, Planning and Review/Partnerships for Progress

How does the school know how well my child is doing? How will I be kept informed about how well my child is doing? How regularly will I be updated on my child's progress? Will I know if my child is not making progress and what will happen?

- On-going teacher assessment strategies are used to determine progress and attainment.
- Regular review meetings are held with the class teacher and SENDCO to track progress towards outcomes and evaluate interventions.
- Feedback is given to pupils on a very frequent basis, highlighting areas for improvement and next steps.
- Parents are invited to parents' evenings twice yearly to discuss progress, attainment levels and expected outcomes with the class teacher and SENCO if appropriate.
- Parents of children with Special Educational Needs are invited to review meetings three times each year.
- Children with Educational Health Care Plans (EHCP) have a statutory annual review, where progress is discussed and new outcomes are planned. Written reports are provided and sent out in advance. Children are invited to contribute to this review.
- An annual report to parents/carers is written by the class teacher which details the achievements, strengths and areas of development in the different curriculum areas.
- The Family Support Worker is available to support families with any difficulties.
- Additional support may be provided after discussions with key staff, parents/carers, pupil and, where relevant, external agencies.
- Initial identification of additional needs is made using the Oxfordshire descriptors. Teachers will implement strategies to address the needs and regularly review and assess progress. Any decision to add a child to the SEND register is made in collaboration with parents, class teacher and SENCO.
- The school will seek external support/advice for children continuing to experience significant difficulties – this may involve an application for an Education Health and Care Plan assessment.
- School staff may informally discuss progress with parents/carers as needed.
- Governors are provided with anonymised attainment and progress information. They act as 'critical friends' and challenge staff to raise standards further.

Curriculum and Teaching Methods (including groupings / interventions)

What is the curriculum and how is it taught? How will the curriculum be adapted to meet the needs of my child? How flexible are teachers in meeting the needs of my child? Is there any additional support available to help my child reach his/her expected outcomes? What does the additional/intervention support look like?

- The National Curriculum is an entitlement for all children at Cholsey School.
- Class teachers are responsible for the learning of all children in their class and they ensure that all children receive Quality First Teaching.
- Teachers are skilled at adapting and differentiating the curriculum to take account of individual pupil needs.
- Teachers are able to take into account different learning styles and use them to ensure that they meet the needs of all the children in their class.
- First hand experiences through visits are explored when topics are planned.
- Grouping arrangements are organised carefully to maximise learning opportunities for all.
- Additional adults may be used to support groups but independence is encouraged.
- Children may be identified as benefitting from intervention programmes. Progress within these programmes is carefully monitored.
- A range of intervention programmes in the areas of literacy, numeracy, language, social, emotional, and motor skills is available to support individuals and groups and there are staff trained to deliver them. The use of intervention programmes complements the Quality First Teaching that all children receive.
- Support is given to pupils for social and emotional wellbeing by a trained ELSA (Emotional Literacy Support Assistant) We also have a full time family support worker who works with both families and individual children.
- The effectiveness of intervention programmes is monitored by assessing their impact. Intervention programmes are continually under review.

- Advice from educational agencies such as Educational Psychology will be sought if necessary and health agencies such as Speech and Language Therapy, Occupational Therapy and CAMHS (child and adolescent mental health service) may be sought.

Access to Learning and the Curriculum

Are there any special features or strategies to help children learn? How do I know my child's particular need will be met?

- Children are involved in their own learning and are able to contribute to the topics studied.
- Children are aware of their targets and next steps. They receive feedback on progress towards targets through feedback times with teachers. Self-evaluation is also encouraged.
- Daily phonics lesson, using 'Letters and Sounds', take place across Early Years Foundation Stage and Key Stage 1.
- Lessons are differentiated to meet the needs of all learners where appropriate.
- Learning walls in classrooms support learning in literacy and maths.
- ICT is used to support learning, including computer programmes such as 2Simple, Phonics Play, Purple Mash and My Maths.
- Some classes or identified pupils may be allocated support staff time and have access to guided group work.
- All classes have a visual timetable on display which details the daily planned activities. Some pupils have their own visual timetable and use a task management board.
- The school's physical environment is accessible to all learners, including those with disabilities.
- Reasonable adjustments are made to help pupils to learn. For example, some pupils may use special equipment such as pencils grips, sound amplification systems and sloped writing desks.
- Children may be identified as benefitting from social skills groups. These may be run by a teaching assistant, a teacher or a visiting professional from the speech and language or communication and interaction team.

Tests and Assessments: Access Arrangements

What arrangements are available for pupils to access tests and assessments? How will I know if my child qualifies for additional support or time to access tests?

- Year 6 pupils may be assessed to determine whether individuals may qualify for additional time - this takes place in accordance with the STA guidelines.
- Some pupils for statutory tests (Year 2 and 6) access them in a smaller environment and support for reading tests, or scribing for pupils may be requested, as appropriate and to comply with test guidelines.
- Modified tests for statutory end of key stage assessments will be ordered if appropriate.
- The school adheres to current access arrangements for Key Stage 1 and 2 statutory tests.
- Class teachers will inform parents/carers whether their child qualifies for additional support or time to access tests.
- Additional support groups are run throughout the school year.

Social and Emotional Support

How does the school help my child to feel comfortable and safe and manage social situations? How does the school help develop my child's social and emotional skills? What is the school's policy on bullying?

- All classes follow a structured PSHE programme (Personal, Social, Health Education). Teachers identify children who would benefit from small/group interventions to further develop their social and emotional skills (ELSA groups).
- The Family Support Worker supports families who may be experiencing difficulties.
- The SENCO and Family Support Worker may look for outside agency support to access play therapy, drawing and talking therapies etc.
- Lunchtime and after-school clubs, e.g. sports activities, computer, and games, are accessible for all children.
- Additional support is available for children who are struggling at playtime. A buddy system can be arranged. For example, partnering an older child with a younger one to support them through play times. There are sports leaders who organise games at lunchtime.
- Nurture groups with trained adults such as the Family Support Worker and Emotional Literacy Support Assistant (ELSA) are available for selected pupils.
- Visual timetables/symbols are used.
- There is a strong ethos of pastoral care across the school.
- The Anti-Bullying Policy and procedures include a focus on vulnerable groups. The Anti-Bullying policy can be found on the school website and Anti-Bullying Ambassadors have been trained to promote the ethos.
- E-safety and cyber bullying are addressed at an age appropriate level. An e-safety week is held every year.
- Careful consideration is given to transition between classes and into secondary school. Plans are made with children, parents and class teachers.

Accessibility to Premises and Facilities

What facilities are in the school to assist children with disabilities to move around the building and take part in lessons? How do I know my child will be able to access all lessons?

- The building and playground are accessible to wheelchair users.
- A disabled toilet is available.
- Staff are trained to be aware of sensory issues.
- Reasonable adjustments are made by staff to ensure that children with disabilities can access all lessons.
- Trips will be planned taking into account the needs of children with disabilities.
- Transition preparation will take place between all phases.

Working with others

Who does the school work with? How does the school work with other agencies? How will I be informed?

Cholsey Primary School works with a number of services including:

- Educational Psychology
- Sensory Impairment Service
- Communication and Interaction team
- Speech and Language Service
- SENSS
- Special Educational Needs (SEN) Team
- Occupational Therapy
- Special Education Needs and Disability Information, Advice and Support Service (SENDIASS) previously known as Parent Partnership
- School Nurse
- Child and Adolescent Mental Health Service
- Children's Services
- Voluntary services
- Northern House (A special School in Oxford, offering outreach and advice around social, emotional and mental health needs)

The SENCO liaises with class teachers, the senior leadership team, Family Support Worker and parents to prioritise referrals to these services.

Referrals to services may also come about following pupil review meetings.

Staff (usually the SENCO or class teacher) discuss the referral to any service with parents/carers.

Parents' views will be sought and they may be invited or can request to meet with the service.

Reports and recommendations are shared with parents and expected outcomes and strategies to meet those outcomes are planned.

Transition

How will the school help my child settle with confidence and manage change as they move between schools and year groups?

Early Years Transition

- SENCO/or class teacher attend transition meetings for pupils with SEN making the transition from pre-school to the Early Years Foundation Stage. The class teacher visits the child in the current setting where possible.
- Parents are invited to a pre-admission meeting.
- Stay and Play sessions are offered in the Early Years Foundation Stage setting in the summer term before children start.

Moving on at Year 6

- Key staff from the local secondary schools visit to speak to the Year 6 pupils and their parents who are transferring to their school.
- All pupils in Year 6 are invited to a familiarisation day at their secondary school. Children are prepared for the visit and given information in advance as necessary.
- Additional visits to the secondary school may be arranged for individuals or groups as needed.
- Transition arrangements are planned at Year 6 Education, Health and Care Plan reviews/conversion. Secondary schools are invited to attend.
- The SENCO meets with the secondary school SENCO to hand over children.
- Social stories/transition books are used for specific children as appropriate.

- A planned programme of transition, which may include mentoring to help prepare children, is used where appropriate.
- One page profiles/communication passports for identified pupils are written for pupils to share with secondary schools.
- Information is transferred in advance of a move.

Number of pupils with SEN identified on the SEN Register

In September 2018 there were 30 children on the SEN Register. This is approximately 10% of the school population.

Evaluation of provision and Interventions

During the year we have run a number of interventions including ELSA (Emotional Literacy Support), Precision Teaching, First Class at Number and Phonics Groups using Letters & Sounds.

The Speech Therapist and the Occupational Therapist provided programmes of work to be carried out in school with specific children. Some of these interventions have been delivered on a 1:1 basis, others in a small group. Most interventions are aimed at improving speaking and listening skills, numeracy skills, literacy skills and social and emotional skills. Most pupils have enjoyed the interventions and made progress. Pre- and post-intervention measures are used to measure impact and an example of this is shown below.

Intervention	Length of intervention	Average score pre-intervention	Average score post-intervention	Impact
Reading roundabout (KS2)	3 x weekly, 20 minutes each time over 10 weeks	Reading age 8.1	8.6	+5 months in 10 weeks. (Adjusted to reflect chronological age increasing)

In 2018/2019 we are focusing on:

- Developing further our quality first teaching to remove the barriers to learning for all children.
- Development of skills to improve outcomes for children who are working well below the expectations for their age.

Linked Policies

- *SEND policy*
- *Assessment Policy*
- *Anti-bullying policy*
- *Single Equality and Accessibility Plan*