

Governors' Special Educational Needs Report to Parents 2018

This report fulfils the Governors' statutory role to report to parents on the success of the school's policy for Children with Special Educational Needs and Disabilities (SEND).

1. What do we mean by pupils with special educational needs; all children are special aren't they?

At Thames Bridge C of E Federation we believe all children are special and each child has individual needs. As parents you will know we monitor all children's progress carefully and ensure every child is happy and achieving their best. However, for some children, at some point in their school careers, learning can be especially difficult. Pupils may experience emotional and behavioural needs, or have physical difficulties; or have been identified on the autistic spectrum, which can mean pupils find understanding what is expected of them and how to concentrate especially difficult.

Each child with special educational needs is placed on what is called the Register of Pupils with SEND; we are required to do this by the Department of Education. Children on the Register have a Provision Map: this details individual and group work, discussions and external support. These Maps, which are agreed with parents and carers, also keep track of funding, as for some pupils additional funds are needed to meet their needs.

Both Clifton Hampden and Culham schools receive specific SEND funding. Much of this money goes on staffing: additional teaching assistants, specialist teachers and to access support from outside agencies, including input from the Educational Psychologist. Funds are also allocated to staff training and the purchase of resources. At Thames Bridge C of E Federation we create detailed SEND Strategic Plans. These plans, which are reviewed annually, help us to be more robust in identifying each school's needs for supporting all pupils with SEND.

2. How many pupils at Thames Bridge C of E Federation need SEND support?

Numbers fluctuate as new children enter school and the school roll changes, and as children's needs are identified and met.

For funding purposes pupils are in one of three categories:

- i) EHCP –these are pupils with the highest levels of need and may have health as well as learning needs recognised. EHCP stands for Education, Health Care Plans.
- ii) High Level of Need – pupils may also need the additional support from outside agencies such as the Educational Psychologist, speech therapists and the behavioural support team; as well as intensive support from within school.
- iii) Low Level of Need- pupils have the lowest level of additional needs and may only need support for a few terms. Any additional funding required comes from within the school budget.

3. How do we know how well pupils are progressing?

Pupils' progress is measured against individual targets set out in educational plans; these targets are agreed with parents and children. Some of these goals may include personal, emotional and behavioural targets.

4. How do you make sure pupils make as much progress as they can?

In the first instance it is about ensuring children attend school regularly. Attendance may be part of the child's problems for any number of reasons. Attendance over the last year was 93.8% for SEND

pupils at Clifton Hampden and 92.7% at Culham; this is excellent when compared to the national figure of 86.4%. However, this was marginally below the whole school figures of 97.4% at Clifton Hampden and 95% at Culham (national was 95.9%). Attendance is closely monitored for all groups, support and solutions are offered quickly.

Next, having high expectations of what pupils can achieve, sharing those with parents and carers; and a very important part is helping pupils believe in their own potential. The support of parents is crucial to children's success and last year 100% of parents attended review meetings.

Most importantly good teachers and good teaching mean the needs of all pupils are met. When teaching, lesson tasks are differentiated for the different levels achievement. For SEND pupils tasks may be broken down into smaller chunks for learning or the teacher, or teaching assistant (TA), may give additional support. In this way pupils' needs whether they are because they find it difficult to concentrate, or need extra time to learn new skills are always met. For some pupils with a high level of need, such as some pupils on the Autistic spectrum, time away from the 'hustle and bustle' of a busy classroom is needed. In these instances our highly trained TAs and teachers withdraw with the child to find a quieter place for learning.

Additionally, focused teaching matched to SEND pupils' individual needs is provided through 1-1 and small group lessons, called interventions. We have a number of interventions that we know work very well, but the school is always open to trying new approaches.

We will always seek professional support, this may include: SNAST visits; SENSS (Special Educational Needs Support Service); CAHMS, social care, the school nurse or an Educational Psychologist (EP).

Staff training is also important: staff keep up to date with training to ensure they meet all pupils' needs. Abingdon Partnership provides termly training for SENCOs (special educational needs coordinators), looking at new approaches and interventions.

Monitoring the progress of SEND pupils is very important. Mrs Denise Wake, in her capacity as SENCo at Clifton Hampden and Mrs Tracy Harrison, in her capacity as SENCo at Culham, monitor pupils' progress regularly through Individual Pupil Trackers which help us to engage pupils in their learning, so they begin to identify their own needs.

Discussions are held with parents and children, SENCOs, and with all teachers and teaching assistants. The focus of these meetings is always how well the children are progressing in all aspects of need and discussing what strategies and support will help children achieve even greater success. At the meetings with parents (held at least three times a year) the views and wishes of parents and children are extremely important. Parents of children with the highest level of need (those with EHCPs) always help staff to think carefully about the needs of the children through additional EHCP review meetings. Discussions include how school and parents can work together to meet action plan targets.

Also the Inclusion Governor meets with the SENCOs termly to discuss the success of interventions and support. These meetings and their outcomes are scrutinised further at meetings of the full governing board.

Further detail of support in school and from external agencies can be found on the school website by looking at the school SEND Policy and following links to the 'Local Offer'. County information can be accessed through <https://www.oxfordshire.gov.uk/cms/public-site/support-services-send> Also on the school website are policies relating to Accessibility and Supporting Pupils with Specific Medical Needs.

5. What do I do if I feel my child has special educational needs?

In the first instance meet with your child's class teacher and discuss your concerns. They will be able to tell you how well your child is achieving compared to national standards and how much progress your child is making. If needed, a plan will be put in place to support your child in the areas of concern you have both identified.

The input from parents and carers is extremely important, so please do come and discuss any worries you may have and do all you can to support your child. Should you not feel listened to make appointments to meet with Denise Wake at Clifton Hampden or Tracy Harrison at Culham, in their roles as SENCo. Further, in the unlikely event you feel your child's needs are not being met, make an appointment to speak to Lisa Horton, the Executive Head Teacher, or the Chair of Governors Debbie Croft; both can be contacted through the school offices.

6. What happens when my child moves school, will they have the same level of support?

Moving schools can be a stressful time for all children and we recognise this can be especially difficult for children with SEND. Either SENCo Denise Wake at Clifton Hampden or Tracy Harrison at Culham will ensure transition to a new school during the school year, perhaps because of a house move, or on transfer to secondary school, goes smoothly. All information concerning a child's needs and current support will be passed on to the new school. Where possible visits will be encouraged and made to our school, helping the flow of information and demonstrating the level of support in place.