



Company Registered Number: 8517255

St John's Primary School

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Headteacher: Miss Nicky Hughes

SEN and Disabilities Report

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

About our school

St John's School believe all children have the right to a broad, balanced, relevant and differentiated curriculum. We provide 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.

We are a mainstream school with one form entry per year (seven classes).

Our special educational needs co-ordinator (SENCo) is: Miss Charlotte Miles
She can be contacted on: 01491 837305

Our governor with responsibility for SEN is: Ms Sophie Forsyth

Our SEN policy can be found here: <http://stjohnswallingford.org.uk/policies/>

Our Equalities Policy can be found here: <http://stjohnswallingford.org.uk/policies/>

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/childreneducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.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. Parents are encouraged to speak to their child's class teacher or the SENCo if they have concerns.

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. We do this by holding pupil profile meetings three times a year and by having regular informal meetings and telephone calls with parents and carers as required. Where appropriate, home school diaries and scheduled e-mails may also be used to communicate with parents.

There are also opportunities for parents and children to contribute to our policies on SEN and Equality. We do this by holding parent focus groups and through the school council.

Adapting the curriculum

We offer a broad and balanced curriculum for all children and young people including those with SEN. Details are published on the school website. The way we adapt this for children with SEN and disabled children is set out in the Equalities Policy. You can read it <http://stjohnswallingford.org.uk/policies/>

Where appropriate, St John's School will provide interventions to meet specific needs for example, Project X Code to support the development of literacy skills in Year Two and 1st Class @ Number to support the development of maths skills in Key Stage Two. We offer nurture support for children throughout the school with our nurture Higher Level Teaching Assistant.

What expertise can we offer?

Our SENCo holds The National Award for Special Educational Needs Co-ordination qualification, and has specialist training in cognition and learning, communication and interaction and social, emotional and mental health needs. Staff have basic awareness level training in supporting pupils with general literacy and maths difficulties, autism and attachment difficulties. We have staff who have received enhanced training in literacy difficulties (dyslexia) and supporting pupils with difficulties in maths (dyscalculia), communication and interaction and social and emotional needs (including trauma).

Teaching assistants are trained to support the particular needs of the children they work with. The SENCo and other subject leaders in school provide regular general training for teaching assistants. Training is also provided through our OPEN academy trust and agencies are consulted to help support this, for example the Educational Psychologist led training for teachers to develop attention skills.

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

- Children's Social Care
- Early Intervention, including Didcot Early Intervention Hub
- Educational Psychology
- Occupational Therapy and Physiotherapy
- Oxfordshire School Inclusion Team
- Primary Child and Adolescent Mental Health Services (PCAMHS) and Child and Adolescent Mental Health Services (CAMHS)
- Speech and Language Therapy and The Communication and Interaction Advisory Service
- The Art Room
- The ATTACH Team
- Therapy services, including music therapy

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages:

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

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 through regular data collection using the whole school system for assessment (minimum three times a year). Intervention specific assessments are also used, for example Neale Analysis or Sandwell Maths Assessment.

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 often 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 have the opportunity to share their views through their school council representatives and regular pupil voice collection as part of the pupil profile review. We listen to the views of children/young people with SEN by asking them about their concerns and putting actions in place to address them. We regularly collect pupil voice when evaluating learning activities that the children have carried out.

We take bullying very seriously. We help to prevent bullying of children/young people with SEN through the promotion of our positive school values and PHSE curriculum, by having anti-bullying ambassadors, anti-bullying week, attending appropriate training and regularly train school staff.

Joining the school and moving on

We encourage all new children to visit the school before starting. For children/young people with SEN we arrange additional visits to their current setting and attend appropriate meetings. This may also be relevant for looked after pupils.

We begin to prepare young people for transition into the next stage of their education by providing additional and personalised visits to their next school.

Our admissions arrangements are managed by Oxfordshire County Council and a link to their admissions page can be found on our website.

Who to contact

If you are concerned about your child, please speak to your child's class teacher or the SENCo.

If you'd like to feedback to us, including any concerns about SEN provision, contact the school office on 01491 837305.

Oxfordshire's independent Parent Support Service is called SENDIASS (SEN and Disability Information, Advice and Support Service). More information about this can be found at:

<https://www.oxfordshire.gov.uk/cms/public-site/sendiaass-oxfordshire-formerly-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>

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it:

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

Number of pupils with SEN identified on the SEN Register

At the end of July 2016 there were 26 children on the SEN Register. There were 17 boys and 9 girls. This was 13% of the pupils on role. Eight children on the SEN register left St John's School in July 2016 to attend a Secondary School.

The table below details the primary need of the children on the SEN register.

Level of support	Primary need of pupils						Total
	SEMH	SLC	SpLD	MLD	ASC	PD	
SEN support	4	10	9	1	0	0	24
Statement/Education Health and Care Plan	1	1	0	0	0	0	2
Total	5	11	9	1	0	0	

Key

SEMH: Social, emotional and mental health needs

SLC: Speech, language and communication needs

SpLD: Specific learning difficulty, for example dyspraxia or dyslexia

MLD: Moderate learning difficulty

ACS: Autistic Spectrum Condition

PD: Physical difficulty

Progress of pupils

The following table shows the percentage of children on the SEN Register in 2015-2016 who made expected or better than expected progress.

(N.B. in some classes, numbers of pupils on the SEN register are very small).

	Reading	Writing	Maths
Foundation Stage	No SEN pupils 2015-2016		
Y1 (3 pupils)	67%	33%	67%
Y2 (2 pupils)	0%	0%	50%
Y3 (5 pupils)	40%	60%	100%
Y4 (2 pupils)	100%	0%	100%
Y5 (6 pupils)	100%	86%	86%
Y6 (8 pupils)	88%	88%	88%

Evaluation of provision

Interventions

During the year we have run a number of interventions including Nurture Work, Precision Teaching, Project X CODE, Fischer Family Trust Literacy Support 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. In 2015-2016 we started the 1st Class @ Number intervention.

Analysis of progress during interventions

Pre- and post-intervention measures are used to measure impact and examples of these are shown below.

Intervention	Length of Intervention	Average Impact
1st Class @ Number Group 1	5 months	+ 19 months
1 st Class @ Number Group 2	4 months	+ 7 months
1 st Class @ Number Group 3	4 months	+ 17.5 months
Project X Code Group 1	3 months	Sentence reading age: + 6 months Phonics age: + 11 months
Project X Code Group 2	4 months	Sentence reading age: + 13 months Phonics age: + 14 months
Project X Code Group 3	4 months	Sentence reading age: + 5 months Phonics age: + 4 months

Budget Allocation

The SEN resources budget for 2015/2016 purchased the following:

Specific equipment recommended by the Occupational Therapist including supportive writing equipment.

Specific equipment recommended by the Speech and Language Therapist, including intervention materials.

Resources for children with literacy difficulties for example intervention guidance materials and coloured overlays.

Exclusion and Attendance

There have been no exclusions this year. Attendance is monitored regularly and absences are followed up. During the 2015/2016 academic year the whole school attendance figure was 97.5%. This represents a small increase from attendance last year, which was 96.9%.

Action

In 2016/2017 we intend to focus on:

- 1) On-going work to ensure high quality first teaching in class maths, developing the mastery approach.
- 2) Continue to develop strategies to support pupils with literacy difficulties, including dyslexia. This will include:
 - Developing the teaching of reading for pupils with SEN, including work on developing language for comprehension.
 - Improve our understanding of pupils with memory difficulties and develop ways to support this.