

Company Registered Number: 8517255

St John's Primary School

St John's Road, Wallingford, Oxon, OX10 9AG Tel: 01491 837305 Email: office.2567@st-johns.oxon.sch.uk

Headteacher: Miss Nicky Hughes



SEN and Disabilities Report

This report sets out information about our provision for children and young people with special educational needs (SEN) and the effectiveness of these arrangements. This updated annually.

About our school

At St John's School we 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;**
this includes children who may have behavioural difficulties relating to emotion conditions such as anxiety or depression.
- **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). We have about 200 children on role and 27 children who have been identified as having additional needs.

About our SEN team:

Our SEN team is made up of our SENCo, Charlotte Shepherd (Tuesday morning, all day Wednesday and Thursday). She is a qualified teacher with over 12 years experience of teaching and she holds the National Award for SENCo qualification.

We are extremely lucky to have an Assistant SENCo, Julia Edwards who assists in the afternoon Tuesday to Friday and delivers interventions across the whole school.

We also have a Home School Link Worker, Jackie Pyatt, who supports families and children across the school.

The team work closely with the Headteacher and all staff to monitor the progress of children's learning and they oversee the provision for children with additional needs.

The SEN team can be contacted by calling the school office:
Tel: 01491 837305
Email: office.2567@st-johns.oxon.sch.uk

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?

St John's Primary School uses Oxfordshire County Council's guidance '*Identifying and supporting Special Educational Needs in Oxfordshire schools and settings*'.

The guidance sets out:

- How to identify if a child or young person has a special educational need.
- How to 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.

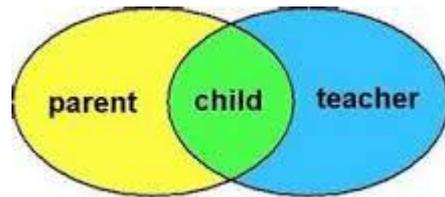


Click here to read it:

<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?

At St John's Primary School we believe that working in partnership with parents towards agreed outcomes and goals is the best way to support our children.



How do we communicate to parents and children?

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. Parents are encouraged to speak to their child's class teacher or the SENCo if they have concerns.

We communicate to parents by:

- Completing a Pupil Profile. This is written with the parents, child and teacher. It highlights the child's strengths, barriers to learning and how we can make in class adjustments. It also highlights any intervention they need and key learning outcomes which are reviewed three times a year, one each long term.
- Regular informal meetings
- Scheduled telephone calls where required.
- Scheduled emails
- Parents evening - twice a year.
- Home school communication where appropriate.
- Ensuring parents/carers can speak to the class teacher at the end of the day and are able to easily make appointments.
- 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.

Appointments can be made to see the SENCo or class teacher by phoning the school office.

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/>

Teachers are responsible for the progress of all children and lessons are differentiated to ensure success and progress for everyone. Teachers encouraged and support children to have a 'growth mindset' and to develop skills in independence, resourcefulness and resilience.

Resources such as; writing frames, word banks, specific ICT software and practical maths apparatus help children to increase their confidence and enable them to become independent learners.

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
- 1st Class @ Number to support the development of maths skills in Key Stage Two.
- ARCh (Assisted Reading for Children in Oxfordshire) runs in Key Stage 2 a 1:1 reading session with a trained volunteer.
- Reading to Dogs a therapeutic reading session across the school
- Communication Groups such as Talktime
- Lego Therapy
- We offer nurture support for children throughout the school with our Home School Link Worker
- Access to play therapy where appropriate.

What expertise can we offer?

Our SENCo holds The National Award for Special Educational Needs Co-ordination qualification and has had training on the Early Help Assessments and running Team Around the Family Meetings.

Some staff have had specific Team Teach Training

All staff have received training on understanding behaviour as a means of communication.

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 on developing attention skills.

Specialist and External Support?

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

- Children's Social Care
- Locality Community Support Service
- Educational Psychology
- Occupational Therapy
- Physiotherapy
- Oxfordshire School Inclusion Team
- SENSS Service: Physical Disabilities Team
- SENSS Service: Communication and Interaction Advisory Teachers
- SENSS Service: Hearing Impairment Team
- Primary Child and Adolescent Mental Health Services (PCAMHS) and Child and Adolescent Mental Health Services (CAMHS)
- Speech and Language Therapy
- The Art Room

- The ATTACH Team
- The Virtual School for Looked After Children
- Northern House Outreach
- Meadow Brook College Outreach
- Mulberry School, M-BOX Outreach
- Therapy services, including Play therapy
- School Nurse Service

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 Salford Reading Assessment, 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 encourage all children to talk to their class teacher if they have a problem.

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.

The staff works closely with children with emotional or behavioural difficulties to enable them to feel safe and supported in school. We support in a range of ways either in small group or 1 to 1. This could be through a nurture group, gardening, drawing and talking.

The children have access to the 'Rainbow Room' where they can access a quiet, calm and 'home like' room.

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

In January 2018 there were 27 children on the SEN Register. This is 13.5% of the school population.

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.

Analysis of progress during interventions

Pre- and post-intervention measures are used to measure impact and an example of this is shown below.

Intervention	Length of Intervention	Average Impact
Project X Code	3 months	Increase of 8 months in the children's sentence reading Age and 9 months in their Phonics Age.

Budget Allocation

The SEN resources budget for 2017/2018 purchased the following:

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

Specific equipment recommended by the Speech and Language Therapist, including intervention materials e.g., Lego for Lego Therapy.

Access to Play Therapist

Relax Kids 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.

Action

In 2017/2018 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.

In Summary

The governors and staff at St John's Primary School recognise that all children have a right to a broad, balanced and relevant curriculum which is differentiated to allow all children to access the learning. We aim to create a happy and exciting learning experience where the focus is on engaging and supporting children to develop a lifelong love of learning. We know that it is through partnership with parents that's we can support and encourage children in the best way so they can develop their full potential and become confident, independent individuals