

Special Educational Needs & Disability Information Report 2016-17



Mission Statement

Life is an adventure, embrace it
Life is a challenge, meet it
Life is an opportunity, capture it

Aim

As a church school we highlight the following six Christian values:

Respect Responsibility Humility Forgiveness Thankfulness Honesty

Introduction

Tackley Church of England School is fully inclusive, committed to providing a welcoming and supportive environment for children to learn and play together. We believe the measure of a well-educated child is not only academic success. By working in partnership with parents and carers we can ensure all children, regardless of their individual needs and difficulties, can discover and build on their potential and acquire the skills to become lifelong learners.

Equality of opportunity is a reality for our children. Our SEND provision allows children with learning difficulties the opportunity to follow a curriculum specifically tailored to develop the skills, self-confidence and independence needed to remove barriers to learning and help them succeed.

This report is intended to provide you with information regarding our provision for children with Special Educational Needs and Disabilities (SEND).

- The Special Educational Co-coordinator is Mrs L. Murrey.
- Mrs Murrey can be contacted via the school office on: 01869 331327
- The Governor with responsibility for SEND is: Martin York.

What does 'special educational needs' mean?

You may have been told, or you may have concerns that your child has special educational needs (SEN) because they are finding it harder to learn than other children of the same age. This may be a need related to:

- Communicating or mixing with others
- Mental health
- Thinking and understanding
- Sight or hearing
- Physical development
- Social or emotional development

Staff at early years settings (like pre-schools and nurseries) and schools and academies will work with you to discuss any concerns and identify needs so that your child receives the right teaching as quickly as possible.

You may also wish to talk to your GP or health visitor if you are worried that your child has special educational needs.

Is SEN the same as disability?

A disability is a physical or mental impairment that has a long term and substantial negative impact on daily life. Not all children with special educational needs are considered to be disabled. At the same time, a child or young person may be disabled but will only have special educational needs if the disability impacts on his or her learning.

What areas of special needs do we provide for?

Tackley School currently supports and has supported a number of children with a range of additional needs including:

- Specific Learning Difficulties such as Dyslexia, Dyspraxia and Dyscalculia
- Autism and Aspergers
- Moderate Learning Difficulties
- Speech, Communication and Language Difficulties
- Medical needs such as epilepsy, food intolerances and various allergies.

Most children on the school's SEND Register have Cognition and Learning difficulties.

How are children with SEND identified and assessed?

Parents are requested to draw the school's attention to their child's special educational needs if these have been identified prior to enrolment.

On entry to school, the class teacher is responsible for identifying children with special needs. She/he will consult the child's parents, the Special Educational Needs Co-ordinator (SENCO).

There are a number of ways that children are identified as having special educational needs including the following:-

- performing below age related expectations
- making insufficient progress
- concerns raised by parent
- concerns raised by teacher, for example where behaviour or self-esteem is affecting performance
- consultations between class teachers and members of the leadership team where progress data is discussed
- liaison with external agencies e.g. Educational Psychology Service
- health diagnosis through a paediatrician

- liaison with previous school or setting, if applicable.

Further advice may be sought from a variety of professional sources, and at every stage the school will advise and consult with the child's parents.

How are parents and children with SEND involved?

When we identify that a child requires additional support, parents are informed and actively involved in decision-making regarding SEND provision.

All children who are on the SEND Register have a Pupil Profile, which lays out the child's attainment history, barriers to learning and strategies to support learning in class from specialists. Children also have a carefully planned SEND Plan, which lays out long term goals and aspirations, strategies for additional support and intervention, and outcomes to be achieved over the year.

The views of children are important to the way in which we support them during their time at Tackley. We are constantly working to give all the children in our care as much involvement as possible in their learning,

Pupil Voice is something we take very seriously to ensure that children feel their needs are being best met for them to thrive.

Parents of children with SEND meet with their child's class teacher at least termly to review and set new SEND Plan targets drawing on current performance data. The SENCO is available to join meetings depending on the level of need and intervention in place.

Pupils with a Statement of SEN or an Education, Health and Care Plan (EHC Plan) also meet with the SENCO and other professionals involved with their child, during an annual review meeting.

All parents receive regular communication from their child's class teacher, both formally in interim summary reports at the end of the Autumn and Spring Terms, and in the end of year reports; at Parent Consultations, as well as informally via email, phone calls or face-to-face meetings.

Class teachers and the SENCO are available to discuss any concerns you have. Meetings are available with them at any point throughout the year.

How is the curriculum and learning environment adapted?

Class teachers differentiate children's work according to their ability and needs to ensure that it is at an appropriate level so that all children are able to access learning and make progress according.

Some children may have pre-teaching before a lesson to remind them of key vocabulary and strategies so that they can access the lesson with their peers. If a child has found a new concept challenging, they may take part in a catch-up clinic where key objectives are consolidated before they move on.

We ensure that all children with SEND are provided for to the best of the school's ability within the funds available.

How do we enable children with SEND to engage in activities with other pupils?

Barriers to inclusion are identified in children's individual Pupil Profiles and strategies to remove barriers are identified and specified in a SEND Plan. This may mean that additional equipment, training or staff are required for certain activities. No child will be excluded from an activity where adjustments could be made for them to take part.

How do we support transition between year groups and to other schools?

Teachers have a handover meeting during the summer term to share key information and data for children with SEND. Some children will require additional support to make the transition to another class. This may take the form of extra class visits, or a transition book created with a teaching assistant aimed at helping the child prepare over the summer holiday period.

Where there is a transition to another school, all key information, records and data for all children, including those with SEND, is sent to the receiving school. We do all we can to facilitate a smooth transition at what can be a difficult time for many children. The Year 6 teacher and SENCO have a face-to-face meeting during the summer term for those children moving on to The Marlborough School.

How do we support children with emotional and social development?

Your child's class teacher has overall responsibility for the pastoral, medical and social care of each child in their class. If you should have any concerns surrounding your child's personal well being, do not hesitate to meet with their class teacher. If any additional support is required, the class teacher will meet with the SENCO for further advice and in some instances, with your permission, outside agencies may be contacted to work alongside the school. The school also has an experienced teaching assistant who works directly with children who are currently experiencing emotional, communication or social difficulties. Additional adult support may also be provided for children at break and lunch times, where deemed necessary.

What expertise and training do our staff have?

We ensure the quality of teaching and learning for pupils with SEND are a core part of the school's performance management and professional development arrangements for all staff. Staff receive regular training on specific needs and conditions as they arise. All staff receive regular updates of SEND practice and regulation, appropriate methods for differentiation in the classroom and how to plan for inclusion of all pupils as part of our regular whole school staff meetings.

Training during 2015-16, both external courses and in-house, included:

- New National Curriculum and Assessment
- Maths courses to support vulnerable learners in the classroom
- Read Write Inc training

- Precision teaching training
- Data tracking Workshops
- Safeguarding Generalist training

What access to other organisations is available to support children with SEND and their families?

There are a range of professionals and services that the school can call upon for advice and support in meeting the needs of a child with SEN or disabilities including:

- Speech and Language Therapists
- Communication & Interaction Support Service
- Educational Psychology
- PCAMHS (Primary Child and Adolescent Mental Health Services)
- Occupational Therapy
- Physical Development
- Autism Support
- Safeguarding: MASH (Multi Agency Safeguarding Hub) ; Child & Family Assessment Team
- School Nurse Service
- Early Years Team

How do we evaluate the effectiveness of our SEND provision?

The effectiveness of SEND provision is evaluated by collecting and reviewing children's progress on a termly basis and comparing against the support outlined in the SEND plan. This procedure ensures the correct level of support is being provided.

The child's academic progress is reviewed against national/age expected levels and discussed at Pupil Progress Meetings, attended by class teachers and Headteacher.

Children may be removed from the Special Educational Needs and Disabilities register when they have made sufficient progress.

How do we handle complaints from parents of children with SEND about provision at the school?

If you are concerned about your child's progress, or you have any concerns regarding your child's education, your first step should be to talk directly to your child's class teacher. If your concern is not resolved by the teacher, you should then ask for a meeting with the SENCO/Headteacher, who will do her best to help resolve the issue.

How are the Governors involved and what are their responsibilities?

The Headteacher reports to the Governors three times per year on the progress of all children including vulnerable groups which includes those children with special educational needs or disabilities; this report does not refer to individual children and confidentiality is maintained at all times. The governors challenge poor progress from any groups of children and seek confirmation from the Headteacher that steps are being put in place to improve outcomes.

The SEND Governor is responsible for monitoring the school's SEND provision and meets regularly with the SENCO. The Governors agree priorities for the school's overall spending in line with the school's priorities as identified in the School Development Plan and make provision for this in the school budget.

Where can I find further information about SEND?

Further information about what Oxfordshire County Council can offer, can be found on the following link:

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

Parent Partnership has now changed its name to SENDIASS (SEN and Disability Information, Advice and Support Service) in line with the changes introduced by the new SEN legislation. The service offers impartial information, advice and support to parents of children and young people with SEN and disabilities. SENDIASS Oxfordshire aims to help parents, carers, young people and educational professionals to work together to provide the best possible support to children and young people with special educational needs, by:

- offering advice and training
- providing Independent Parental Supporters and Independent Supporters
- giving opportunities to get involved in council decision-making
- linking with other organisations who can offer help and support.

www.oxfordshire.gov.uk/cms/public-site/sendiaass-oxfordshire-formerly-parent-partnership

Telephone: 01865 810516

Mrs J. Settle, SENCO and Headteacher

October 2016