



Together we love to learn
and learn to love

St Mary's C of E Infant School SEND Annual Report

Rebecca Patchett, SENCo & Pupil Premium Champion

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The kinds of SEN that are provided for

At St Mary's C of E Infant School a range of SEN are provided for. We have 11 children on the SEN register 13% of the school population, compared to the national average of 14.4%. There is 1 child (0.1%) with an EHCp (Education Health Care plan) compared to a national average of 2.8%. Our range of SEN includes children on the autistic spectrum; children with specific learning difficulties; children with speech, language and communication difficulties; children with social, emotional and mental health (including ADHD) and children with moderate learning difficulties. We are also supporting and providing education for children with EAL.

Policies for identifying pupils with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools only)

Teachers, Teaching Assistants and parents will raise any concerns with the SENCo. The SENCo then works with staff to ensure that strategies to close the gap in learning have been introduced and monitored as part of the planning and review cycle. If the concern remains, the SENCo will do an observation of the child, some initial assessments and have a discussion with parents. Depending upon the evidence gathered and the level and area of their needs, the child will go onto the SEN register and a Pupil Profile will be completed. Parents will be informed and will meet with the SENCo and the class teacher to plan and review Pupil Profiles for pupils receiving SEN Support. If a child does not meet the criteria/descriptors for SEN but is experiencing specific barriers to learning, the teacher will work with the parent to produce an informal plan outlining the strategies and additional support that the pupil will access in school to support their learning. This will be reviewed on an ongoing, informal basis between teacher and parent but if concerns are raised, at any point (including through pupil progress tracking meetings) a consultation with the SENCo will happen and next steps identified. The SENCo at St Mary's C of E Infant School is currently Mrs Rebecca Patchett and can be contacted at the school on 01993 702387 by emailing office.3207@st-marys-witney.oxon.sch.uk or by post to The SENCo, St Mary's C of E Infant School, 19 Church Green, Witney, Oxon OX28 4AZ.

Arrangements for consulting parents of children with SEN and involving them in their children's education

In addition to the whole school parent's evenings and written reports, Pupil Profile meetings with the SENCo take place three times a year if children are on the SEN register. Targets and progress are

reviewed and new targets are set. St Mary's C of E Infant School has an open-door policy for parents and parents can make an appointment to meet with the SENCO and teaching staff at any time.

Arrangements for consulting young people with SEN and involving them in their education

Prior to each Pupil Profile review meeting, the children with SEN are asked about their own targets and invited to input their own opinions and feelings into the plan. This is an invaluable opportunity to assess their understanding of their own achievements as well as address any new issues. Our children with SEN also build up strong relationships with the adults working in their classrooms or the SENCo. They often will talk about their learning to these trusted adults or come to them with any barriers to learning they may have.

Arrangements for assessing and reviewing pupils' progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review

As part of each Pupil Profile meeting, pupils' and parents views are taken into account and recorded. Pupils' progress towards their targets are reviewed at each review meeting three times a year. In addition to these meetings, class teachers and the SENCo analyse the academic progress of the SEN children at six assessment points throughout the year. Pupil progress meetings are held with the Headteacher, the SENCo and class teachers to discuss the attainment and progress of the children with SEN as well as what interventions and strategies are proving successful or what needs to be changed to make a greater impact.

Arrangements for supporting pupils moving between phases of education and preparing for adulthood

Transition between the early years curriculum, Key Stage one and Key Stage two is very important for children with SEN. In school, teachers and teaching assistants work extremely closely together to ensure a calm and smooth transition takes place. The children have opportunities to meet and work with their new adults prior to the end of each phase and are made to feel comfortable with their future surroundings. Any practical needs can also be addressed and discussed. New class teachers and teaching assistants can be involved in the final Pupil Profile review of the academic year in order to prepare both parents and teachers for their new phase. When children are in Year 2, the SENCo and future SENCo/staff from The Batt Primary School are made aware of any particular needs the children entering their school will have and visits and talks are held in term 6. Children with SEN have additional visits and the SENCo from The Batt is invited to the final Pupil Profile Review meeting.

The approach to teaching pupils with SEN

SEN children take part in high quality wave one teaching by class teachers, and then further work is differentiated in order to meet the right level of challenge. In addition to this there is also individual and small group support by teaching assistants, ICT resources, such as Nessy, Numicon, Clicker 6, Word Shark, programmes and resources recommended by outside agencies and support from outside agencies. There are times when it is more appropriate for SEN children to work individually with an adult, but there are also times when it is appropriate for the SEN children to build up independence and resilience to learning at their own level. Close planning takes place between the SENCo and class

teacher to ensure appropriate differentiation and support for pupils is met. In addition any practical needs or equipment is resourced and put into place.

How adaptations are made to the curriculum and the learning environment of pupils with SEN

Changes or reasonable adjustments are made to the curriculum at St Mary's C of E Infant School to cater for the needs of all learners. Different learning styles are used for all children as part of high quality wave one teaching. Visual, auditory and a hands-on approach are all used. In order to support pupils with SEN further, individual practical resources are often made, enlarged, printed on different colours (to help with dyslexia) or visual prompts to support speech and language needs. In addition to lesson resources, the learning environment is often adapted to include individual timetables, task boards, feelings cards and other prompts are used to support SEN such as autism, speech and language processing and social and emotional. These SEN pupils may also have particular seating and peg places to minimise anxieties.

The expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured

Teaching staff and teaching assistants access regular courses and training to support them in their roles. Professionals from the Oxfordshire Special Needs Advisory Teams come in frequently to support staff with our autistic children. A speech and language therapist comes into school each term to work with individual children. Also, an Educational Psychologist comes into school on request to assess the ongoing needs of some pupils. In addition, private companies have been in to advise on behavioural issues and to make recommendations. We pride ourselves in having positive relationships with external agencies.

All staff have received Autism training as part of INSET this year and as part of our School Development Plan. The Oxfordshire Schools Inclusion Team have also provided training to the SENCo and all staff about provision and behaviour management. A speech and language therapist has given training to the SENCo and two teaching assistants about a speech and language intervention. The SENCo is undertaking the NASECo Award at Oxford Brookes University and this is due to be completed in January 2019.

Evaluating the effectiveness of the provision made for pupils with SEN

Provision for pupils with SEN is mapped out by the SENCo and evidence based interventions are monitored, discussed and reviewed with all staff. Interventions and other SEN provision is also reviewed through progress data each term. If progress has not been made, it is discussed if the intervention is effective for that child or if the target is appropriate and achievable. The progress and attainment of SEN pupils is closely monitored each term by the SENCo and Headteacher. If interventions are not working, they are adapted or a new one is implemented. The Headteacher and SENCo observe SEN pupils receiving whole class, small group and individual provision. Feedback is given and discussions take place to ensure the provision is having a positive impact on the children. Each term the SENCo reviews the interventions and working with all staff discuss the most effective next steps for the SEN pupils.

KS1 – End of Year 2 **progress** data

It is expected that pupils will make 6 steps progress in Year 2.

2016-17: Progress Breakdown Year 2 SEN

All Pupils (7 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	5 (71.4%)	3 (42.9%)	4 (57.1%)	4.0 (57.1%)
Progressed by 5 steps	2 (28.6%)	4 (57.1%)	2 (28.6%)	2.7 (38.1%)
Progressed by 4 steps	0 (0%)	0 (0%)	1 (14.3%)	0.3 (4.8%)
Progressed by 3 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 2 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

Year 2 data showed that all SEN pupils have made progress. In reading and writing all pupils with SEN made at least 5 steps of progress and 86% made 5 steps of more in maths.

2017-18: Progress Breakdown Year 2 SEN

All Pupils (5 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	3 (60.0%)	2 (40.0%)	2 (40.0%)	2.3 (46.7%)
Progressed by 5 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 4 steps	1 (20.0%)	1 (20.0%)	1 (20.0%)	1.0 (20.0%)
Progressed by 3 steps	1 (20.0%)	0 (0%)	0 (0%)	0.3 (6.7%)
Progressed by 2 steps	0 (0%)	2 (40.0%)	2 (40.0%)	1.3 (26.7%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

The current progress data of SEN pupils highlights that 80% made 4 or more steps progress in reading, with 60% making 4 or more steps progress in writing and maths.

How pupils with SEN are enabled to engage in activities available with those in the school who do not have SEN

Pupils with SEN are encouraged to take part in all school activities. These include taking part in school based activities such as music/drama performances, sporting events and school council/eco reps. No pupils on the current school council have SEN although 3/8 of them are vulnerable learners.

Pupils with SEN are also encouraged to take part in extra-curricular activities before and after school. This year we had a forest school funded by Children in Need to support those children who have SEND or are disadvantaged.

Support for improving emotional and social development, including extra pastoral support arrangements for listening to the views of pupils with SEN and measures to prevent bullying

Strategies are in place to support emotional and social development. Teachers and Teaching assistants take part in a values and personal, social, health education programme in school. At any time pupils with SEN can talk to trusted adults and their concerns will be handled in a consistent and

appropriate manner. This includes Online Safety and Anti Bullying. Assemblies each day promote Christian values and teach children how we can make positive contributions to society.

An ELSA trained Teaching Assistant runs a specifically targeted nurture time lunchtime club for pupils with SEN and in partnership with their parents. This will focus on emotional and social development both in school and at home.

Another pupil has additional adult support on the playground at break time and lunchtimes in order to facilitate games and appropriate behaviours. This reduces the risk of any negative behaviours towards others.

The Headteacher, SENCo and all other staff are aware of pupils with SEN who have specific social and emotional needs. This enables any problems to be quickly resolved or prevented.

How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families

Very good links with outside agencies who come into school on a regular basis Primary Child and Adolescent Mental Health Services (PCAHMS), Early Intervention Hub, Language And Communication Advisory Teacher) LACAT, Communication and interaction advisory service, diabetes care, school health team. Recommendations from outside agencies followed up through pupils' individual education plans ensure children make progress in their specific areas (for example, children given speech and language therapy recommendations improve in their speech and language shown by monitoring visits). The SENSS Team are always willing to meet with parents and to communicate electronically when necessary. A parent has also attended a speech and language session in order to support their child.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

Parents are encouraged to meet quickly with class teachers and/or the SENCo if they have any worries at all about pupils with SEN. In the majority of cases, issues can be cleared up or resolved quickly and efficiently. Should this be unable to be achieved, further action planning meetings take place between parents, SENCo and Headteacher. If necessary the Head teacher can meet with parents without the SENCo or class teacher in order to reach a resolution.

Named contacts within the school for when young people or parents have concerns

Concerns can be made to any member of staff at St Mary's C of E Infant School and will be dealt with in a consistent and appropriate manner. If a young person or parent wants to disclose child protection/safety issues they can go directly to Mrs Sarah Grier who is our Safeguarding Lead. If other adults are approached and there is a safeguarding issue the Head teacher will be informed immediately.

The school's contribution to the local offer and where the LAs local offer is published

The school has very close links with the SEN Support Services, professionals come in to work with children with autism, speech and language needs or physical needs and have good relationships with staff and parents.

The school works with SENDIASS (Formerly Parent Partnership) to support individual children and families and to take measures to meet their individual needs.

Several children are referred to PCAMHS or CAMHS and again the SENCo and staff work closely with pupils and families in order to get the most out of these sessions. The school nurse takes referrals from school and come in with parental permission to assess the needs of pupils.