

SEN Information Report for Sonning Common Primary School 2016-17

These pages set out information about our provision for children with special educational needs (SEN). They will be updated annually.

About our school

Sonning Common Primary School provides 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 approximately 400 children, of which 40 (10%) are currently on the SEN register.

Our special educational needs co-ordinator (SENCo) is: Mr. T. Coates

He can be contacted on 0118 972 2105 or by calling into his office Monday- Friday afternoons.

Our governor with responsibility for SEN is Mrs G. McNeill

Our SEN policy can be found on our school website.

Our Equality Scheme and Accessibility Plan can also be found on our school website.

How do we identify and give extra help to children and young people with SEN?

The school uses Oxfordshire County Council's guidance 'Foundation and Primary Needs Aug 2015'.

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/childreducationandfamilies/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.

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 three scheduled meetings per year plus contact with parents through appointments made either by the parent or teacher.

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 School Accessibility Plan. You can read it on our website

What expertise can we offer?

Our SENCo is a qualified teacher with training in, Autism Spectrum Disorders, Visual Impairment, Catch up Numeracy, Numicon, First Aid, Team Teach and is a Designated Lead for Safeguarding. All staff have basic awareness level training in First Aid, ASD and Safeguarding Children.

We have staff who have received training in Team Teach methods, visual impairments and Epipen administering.

There are also members of staff who have trained at a specialist level in Safeguarding.

Teaching assistants are trained to support the particular needs of the children they work with.

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

Educational Psychology

SENSS, who support children with communication and language, sensory needs and physical needs

Child and Adolescent Mental Health Services (CAMHS)

Oxfordshire School Inclusion Team

School nurse.

Social services

Virtual school for looked after children Children's Social Care

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

We always discuss the involvement of specialist SEN services with parents first and arrange for the parents to meet with the specialists to discuss their child.

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 curriculum assessments and assessment tests.

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 evaluate this progress against age related expectations in literacy and maths. 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.

Information about how the governing body evaluate the success of the education that is provided for pupils with SEN is contained in the governors' annual SEN report. You can read it on the school website.

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. Risk assessments are made and parents are included on this assessment.

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 through the annual pupil survey. We listen to the views of children/young people with SEN when any plan of action is being put into place. We take bullying very seriously. We help to prevent bullying of children/young people with SEN by applying our code system and giving all children the opportunity to discuss any issues. Children who require further support may be given a specific Pastoral Support plan.

Joining the school and moving on

We encourage all new children to visit the school before starting. For children/young people with SEN we meet with the child's parents/carers, collect information from their previous education service and arrange any immediate support if the child has an EHCP.

We begin to prepare young people for transition into the next stage of their education or training by arranging visits to the school, contacting the SEN department and Pastoral support units to arrange meetings to discuss a child's particular requirements.

Who to contact

If you are concerned about your child initially contact their class teacher and then the SENCo or the Head teacher.

If you'd like to feedback, including compliments and complaints about SEN provision xx. We aim to respond to any complaints within xx days.

If you'd like impartial advice from Oxfordshire's Parent Partnership Service contact <https://www.oxfordshire.gov.uk/cms/content/contact-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.