



# GREAT TEW PRIMARY SCHOOL

## Special Educational Needs and Disabilities (SEND) Information Report November 2018

<p><b>What is meant by “Special Educational Needs?”</b></p>	<p>A child or young person (CYP) has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them.</p> <p>A CYP is considered to have a learning difficulty or disability if they:</p> <ul style="list-style-type: none"><li>• Have significantly greater difficulty in learning than the majority of others of the same age.</li></ul> <p><b>OR</b></p> <ul style="list-style-type: none"><li>• Have a disability which prevents or hinders them from making use of educational facilities of a kind general provided for others of the same age.</li></ul> <p>(Code of Practice 2014)</p>
<p><b>How does Great Tew School know if my child needs extra help?</b></p>	<p>This school believes that high quality teaching that is appropriately differentiated for individual children is the first step in responding to possible special educational needs. Progress is reviewed every term using a variety of assessments and this data is analysed by the Headteacher and SENCo (Special Educational Needs Co-ordinator) to review individual pupil progress and shape teaching that plans for their next small steps. Identifying needs early is key. The insight of parents and the children themselves is also a necessary and important part of the assessment and planning progress.</p>

<p><b>What happens if my child is not making the same progress as other children?</b></p>	<p>If the school has concerns that a child is finding certain aspects of learning hard then we will bring together all the information needed to get a more detailed picture of the child's needs. The school uses Oxfordshire County Council's "Identifying and Supporting Special Educational Needs" handbook (2014) as a way of helping to identify SEND and determine what level of support should be expected. This is intended to help all schools have the same approach, wherever they are in Oxfordshire, and covers the four broad areas of SEND:</p> <ul style="list-style-type: none"> <li>• Communication and interaction needs – this includes children who have speech and communication difficulties including autistic spectrum conditions.</li> <li>• Cognition and learning needs – this includes children who have learning difficulties like dyslexia, dyspraxia and dyscalculia.</li> <li>• Social, emotional and mental health needs</li> <li>• Sensory and/or physical needs - this includes children who have visual or hearing needs or a physical disability that affects their learning.</li> </ul> <p>The school will always contact parents if we have a concern that a child may have an SEN need. We work closely with parents and children to agree outcomes and how we will work together towards them. For pupils that need SEND provision, the school operates a graduated response to their needs. This acknowledges that some children will benefit from specific support from school or external agencies and as such will be categorized as requiring SEND support. They will be placed on the school's SEND register, which is monitored centrally by the local authority.</p>
<p><b>What support is available for a child with identified SEND?</b></p>	<p>We offer a broad, balanced and differentiated curriculum for all children including those with SEND. If additional support is required it will vary depending on the child's needs, but could include:</p> <ul style="list-style-type: none"> <li>• Use of individual, pair and small group activities to teach a specific skill.</li> <li>• Access to suitable individual or small group intervention programmes.</li> <li>• Models, images and multisensory resources to promote understanding.</li> <li>• Any adaptations needed to the physical environment to help with access to learning.</li> </ul>

**What specific resources does this school offer?**

A range of support is available, which can be adapted to suit each individual child but might include:

Communication and Interaction

- language and social skills groups
- Individual social stories

Cognition and Learning

Literacy:

- Letters and Sounds (individual or group)
- Precision teaching (individual word reading)
- Dyslexia intervention

Mathematics:

- Individually tailored intervention to meet the specific needs of the child
- 5 Minute Maths Box (programme)

Social, Emotional and Mental Health

- Individual behaviour plan or pastoral support plan
- Individual risk assessments
- Planning for transition times
- Individual visual timetables
- 1:1 or group work with our Pastoral Support Adviser

Sensory and/or Physical

- Disabled toilet and changing facility
- Accessible building
- Adaptation of resources or tasks as needed

<p><b>What specialist expertise does the school have access to?</b></p>	<p>There are members of staff within the school who have specific expertise in SEND and who are trained to support children and deliver particular intervention programmes. Additionally the school is able to draw on the services of a range of external professionals including:</p> <ul style="list-style-type: none"> <li>• We buy in to the services of a Special Needs Advisory Support Teacher (SNAAT) who visits the school regularly and provides advice to the SENCo on meeting the needs of vulnerable learners. The SNAAT supports the school and teachers to develop effective inclusive teaching and SEND provision that ensures best outcomes for vulnerable learners and raises attainment to ‘close the gap’ between themselves and their peers.</li> <li>• Educational Psychologist (<i>Directed by the Local Authority to carry out statutory work</i>)</li> <li>• Special Educational Needs Support Service (SENSS). <i>This includes the Physical Disability Team, Visual Impairment Team, Hearing Impairment Team, Communication and Interaction Team.</i></li> <li>• The Integrated Therapies Team. <i>This includes Physiotherapy, Occupational Therapy and Speech and Language Therapy.</i></li> <li>• Our Pastoral Support Adviser (<i>a trained member of staff who offers pastoral support to both parents and children</i>).</li> <li>• SEND ICT and Augmentative and Alternative Communication Team.</li> <li>• School Health Nurse</li> <li>• PCAMHS (<i>Primary Child and Adolescent Mental Health Service</i>)</li> <li>• CAHBS (<i>Child and Adolescent Harmful Behaviours Service</i>)</li> <li>• The Hub (<i>early intervention team / social services</i>)</li> </ul> <p>Both the school and parents/carers can access a wider array of services by searching through the Local Authority’s <b>Local Offer</b>. Please follow the web links at the end of this document to access information and support from the local authority.</p>
<p><b>How are pupils with SEND helped to access activities outside of the classroom?</b></p>	<p>All pupils 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.</p>

<p><b>How is a pupil with SEND monitored to ensure they are making progress?</b></p>	<p>All pupils on the SEND register will have an individual Pupil Profile that clearly states strengths and weaknesses and the relevant strategies and interventions needed to work towards achieving personal outcomes. These pupil profiles are reviewed and updated with parents and pupils three times a year and the rates of progress made will inform what the next steps will be in their learning.</p> <p>The school also monitors the quality and effectiveness of individual and group interventions by scrutinising practice through lesson observations and provision management of intervention plans.</p>
<p><b>Who is responsible for SEND in the school?</b></p>	<p>The day to day management of SEND is the responsibility of the Headteacher and SENCo. They manage and monitor provision for children with SEND.</p> <p>The Headteacher is Mrs Lucy Miles and the SENCo is Mrs Sarah Butler. They may be contacted via the school office:</p> <p><a href="mailto:office.2104@great-tew.oxon.sch.uk">office.2104@great-tew.oxon.sch.uk</a></p> <p>Telephone: 01608 683642</p> <p>The school governor with responsibility for SEND is Naomi Roberts. The SEND governor regularly meets with the SENCo and reports back to the full governing body.</p> <p>The school's SEND policy can be found on the school website, along with the governors' annual SEND report to parents.</p> <p><a href="http://www.greattewschool.co.uk">www.greattewschool.co.uk</a></p>
<p><b>If I have a concern regarding SEND, who do I go to?</b></p>	<p>In the first instance it is always best to discuss any concerns you have about your child with their class teacher. If issues remain unresolved, then the matter should be referred to the Headteacher/SENCo.</p>

<p><b>What is an Education, Health and Care Plan (EHCP)?</b></p>	<p>Statements of SEND have been replaced by a single “Education, Health and Care Plan” (EHCP) for children and young people with the most complex needs. The creation and delivery of an ECHP will be led by the Local Authority, with schools developing and reviewing plans and provision with parents.</p>
<p><b>How will Great Tew School prepare and support my child when they transfer to a new school?</b></p>	<p>When children with SEND move from Great Tew to another school, detailed planning for the transition will involve the class teacher, teaching assistant and SENCo. Supported visits to the new school are always encouraged. There will be meetings and telephone conversations between parents, class teachers the SENCo and new school staff wherever possible.</p> <p>If a child has an EHCP, the staff from the new school will be invited to attend the final Annual or Interim review to ensure that suitable ongoing targets are set, and that they fully understand the teaching styles and method that best suit the child.</p>

### **Useful web links**

Oxfordshire County Council’s guidance “Identifying and supporting Special Educational Needs in Oxfordshire schools and settings” may be found at:

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>

For information about a range of specialist support services go to the Oxfordshire Count Council SEND web pages at:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-sen>

If you’d like impartial advice from Oxfordshire’s Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) contact:

<https://www.oxfordshire.gov.uk/cms/content/sendias-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:

[https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-sen.](https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-sen)

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