



## Charlton-on-Otmoor C.E Primary School Special Educational Needs and Disability (SEND) Information Report 2023-24

Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you would like to know more about our arrangements for SEND, read our SEND policy;

<https://charlton-on-otmoor.sch.life/Files/Download/8f4341a4-f2d8-4f4c-beaa-d41e16568b74/d3f4f39c-b25e-4624-b087-9a6896dbe909/SEND%20Policy%20Nov%202020.pdf>

We are an inclusive mainstream Local Authority Church of England Primary School that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

We trust this information report below, together with our SEND policy, provides you with details of our inclusive approach at Charlton-on-Otmoor CE Primary School. This report is updated annually.

### What types of SEN does the school provide for?

The SEN Code of practice (2015) identifies four areas of need. These are listed below alongside some examples of conditions that fall under that specific need.

AREA OF NEED	EXAMPLE CONDITIONS
<b>Communication and interaction</b>	Autism spectrum disorder
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)

<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

### **Who can help my child and what training have staff had?**

#### **SENDCO**

The SENDCO, Mrs Zoe Wells can be contacted via the school office on 01865 331239 or email: [sendco@charltonono.co.uk](mailto:sendco@charltonono.co.uk). Her dedicated SEN working day is a Thursday but is also available in school on a Friday. Additionally, one of our Class teachers; Laura Airey has gained the National SENCo Award.

#### **Class teachers**

All of our teachers hold Qualified Teaching Status. They receive in-house SEN training, and are supported by the SENDCO to meet the needs of pupils who have SEN.

Additional external training staff have recently received includes:

- PACE training
- Training in trauma from the Mulberry Bush School

#### **Teaching Assistants**

We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Our TAs are trained to deliver a number of different interventions including;

- Read Write Inc keep up,
- Language for Thinking,
- Spirals
- Lego Therapy
- Colourful Semantics
- Fine motor skills
- Maths catch up

TAs have also been trained in Trauma related disorders and PACE. We currently have a TA taking part in Thrive training which will support children with SEMH needs from September 2023.

#### **External agencies and experts**

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary, we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- GPs or paediatricians

- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Well-being groups

We aim to ensure that all staff working with pupils who have SEN possess a working knowledge of their difficulty as well as access to specialist advice and training. We make reasonable adjustments to our practices in order to comply with the Equality Act (2010).

### How will the school know if my child needs SEN support?

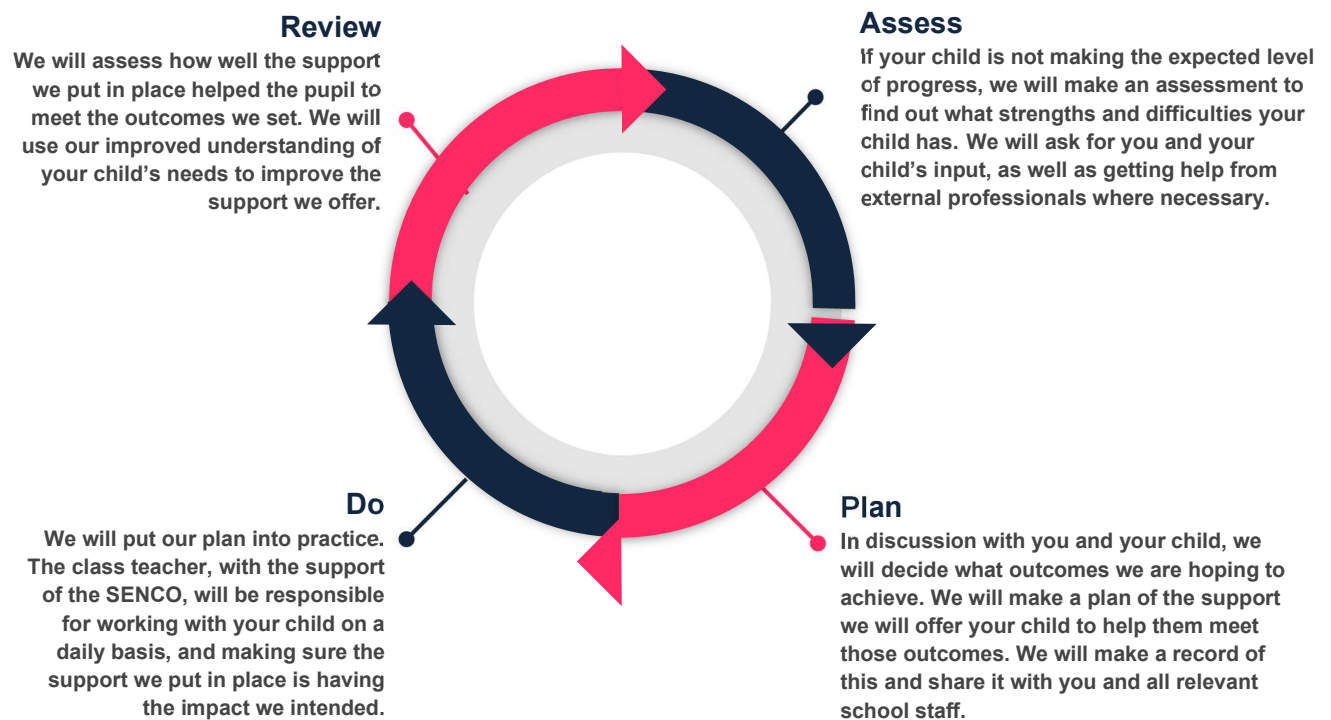
All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil support to try to fill it. This may take the form of a short intervention over a half term. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has SEN.

At Charlton-on-Otmoor Primary School, we will follow the 'graduated approach' to meeting your child's SEN needs and will ensure we keep regular communication with you to ensure you know what is being put in place for your child.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As part of the 'assess' stage, the school uses Oxfordshire County Council's guidance "Identifying and Supporting Special Educational Needs in Oxfordshire Schools and Settings."

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>. This document helps staff identify if your child may have one of the above areas of needs.

In addition to the above document, the SENDCO may observe the pupil to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

At this stage we will add your child's name to a SEN 'at watch' list to indicate that we are assessing them as to whether they have a SEN need and need to be added to the school SEN register.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support and can come off the 'at watch list'. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

The SENDCO will ask for your opinion and keep you informed each step of the approach. If appropriate, the class teacher/ SENDCO will also speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician to identify if your child need a formal a diagnosis.

Based on all of this information, the SENCO will decide whether your child needs SEN support.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENDCO will work with you to create a SEN support plan for them.

### **What happens if my child is identified as having a SEN need?**

If your child is identified as having a specific need and are added to the SEN register, your class teacher and SENDCO will put appropriate support in place. This will be recorded on a provision tracker. You will meet three times a year to review the provision in a 'Pupil Progress meeting' with your child's class teacher. These meetings usually involve an extended slot at parents evening and an additional meeting in the final term. The SENDCO may also attend these meetings to provide extra support. If appropriate, your child can also be involved in these meetings in person or by questionnaires that can completed with yourselves or their class teachers.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher via the school office [parents@charltonono.co.uk](mailto:parents@charltonono.co.uk).

As an inclusive school, if your child is identified as having SEN we do not see this as negative. We maintain our high expectations for your child whether they have SEN or not. We may just need to think differently to ensure your child reaches their full potential. No pupil is ever excluded from taking part in any activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

### **How will the school adapt its teaching for my child?**

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Using recommended aids, such as laptops, ear defenders, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants support pupils on a 1-to-1 basis
- Teaching assistants support pupils in small groups

As a school, we will cover up to £6,000 of any necessary costs.

Some further examples of adjustments/ provision we put in place for our SEN children with different needs include:

<b>AREA OF NEED</b>	<b>EXAMPLES OF HOW WE SUPPORT THESE PUPILS</b>
<b>Communication and interaction</b>	Visual timetables
	Social stories
	Language for thinking/ Lego therapy intervention
<b>Cognition and learning</b>	Maths/ RWI intervention groups
	TA support
<b>Social, emotional and mental health</b>	Quiet workstation/ spaces in class
	Ear defenders
	Thrive group

<b>Sensory and/or physical</b>	Lap weights
	Fidget toys
	Limiting bright and busy displays
	Pencil grips

These example interventions are part of our Oxfordshire's local offer; <https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer> which means your child's needs can be met within schools without any additional funding.

### **How will the school evaluate whether the support in place is helping my child?**

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding pupil progress meetings

### **What if my child needs support above the local offer?**

#### **Education Health Care Needs assessment (EHCNa).**

Using the graduated approach, if the teacher/ SENDCo and you feel that your child still requires more support for example;

- Extra equipment or facilities,
- More teaching assistant hours,
- Further training for our staff,
- External specialist expertise

you can apply for an **Education Health Care Needs assessment (EHCNa)**. This is an application to the Local Authority (LA) to assess your child's needs. An EHCNa request can be made by school or parents. If the parents make the request, we will fully support you in the best way we can.

The SENDIASS website has further support for parents when applying for an EHCNa.

[https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/parents\\_guide\\_to\\_EHCNa\\_0.pdf](https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/parents_guide_to_EHCNa_0.pdf)

Remember, at this stage, you are not asking for an EHCP, what you are asking for is an assessment of their needs (EHCNa). The SEND Code of Practice says that if the LA has agreed to carry out an EHC Needs assessment, they must seek advice and information from the child's parent or the young person and must take into account his or her views, wishes and feelings.

An EHC Needs assessment will not always lead to an EHC plan. The information gathered during an EHC Needs assessment may indicate ways in which Charlton-on-Otmoor Primary School can meet the child or young person's needs without an EHC plan.

#### **Educational Health Care Plan (EHCP)**

If the ECHNA is agreed, the Local Authority may then decide that the next step is that your child needs an **Educational Health Care Plan (EHCP)**. This plan is personal to your child and their needs, it outlines statutory targets to work towards achieving and the support that is needed in order to achieve these. This may involve interventions, TA support or additional resources. If an EHCP is agreed for your child, in addition to the pupil progress meetings, school will host an annual review meeting. In this meeting the outcomes on the EHCP will be reviewed and all the child's learning are invited to attend. This includes; SENDCO, class teachers, teaching assistants that work with your child, external agencies involved with your child and the SEN officer from the Local Authority. The views of the child are also asked for. This most often is in the form of a questionnaire that can be completed with parents or the child's class teacher.

The vast majority of children will have their needs appropriately met using the approaches and strategies set out in the Local Offer. Only those with the most exceptional level of needs will require a statutory assessment of their SEN and provision to be made in accordance with an EHC Plan in order to meet needs.

### **How will my child be supported in transition?**

#### **Transitioning to a new class**

At Charlton-on-Otmoor CE Primary School SEN children benefit from staying in a familiar class for two years. However, this can mean it is more daunting when they do move to a new classroom. In order to make this transition as smooth as possible we will ensure the child is prepared as possible.

Ways in which we manage this include;

- Asking the child to take messages to the staff in their new class so they become familiar with how to get to the class
- Ensuring the new teacher spends time with the child; this may be spending time with them at break times, reading them a story or teaching lessons.
- The school timetables transition days for classes to spend with their new teacher and in their new class, in the Summer term
- Inviting the new teacher to attend the last pupil progress meeting so they are familiar with the child's needs and the parents have an opportunity to meet and chat to the new teacher.
- The current child's teacher will meet with the new teacher to ensure they know all of the adjustments your child needs in order to feel safe in their new environment and achieve their full potential

#### **Transitioning to a new school**

We will ensure all information we keep on your SEN child is sent to your child's next school. This will enable as smooth as a transition as possible.

#### **Transitioning to secondary school**

We will highlight any children with SEN to secondary schools. Most secondary schools will then offer additional transition days. For children with an EHCP, an additional annual review meeting will take place in Year 5. To this meeting we will invite the school you have requested for your child to attend.

#### **What support is in place for looked-after and previously looked-after children with SEN?**

Zoe Wells is the designated teacher for Looked After Children (LAC) or Previously looked after children (PLAC). She will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning. Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have

a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

**What should I do if I have a complaint about my child's SEN support?**

We will do everything we can to best support the SEN children in our school. We aim to keep in regular communication with our parents. However, if you do have a complaint about our SEN support please see our complaints policy which can be found on the school website.

If you are not satisfied with the school's response, you can escalate the complaint. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice; <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>