



St Swithun's CE Primary School – SEN Report

These pages set out information about our provision for children and young people with special educational needs (SEN).

Key People

Inclusion Leader: Mr Ben Scott

Contact Details: 01865 415105

SEN Governor: Mrs Claire Gilbert

About St Swithun's

At St Swithun's, inclusive teaching and learning are at the heart of our school. We aim to create a happy and safe learning environment where everyone feels valued and can contribute to the school as a whole. We place the child at the centre of all that we do, ensuring that the support we offer is going to have a positive impact on the child's needs. Teacher's plan to meet the needs of all learners, ensuring that provision is made to ensure that the children can access the curriculum.

St Swithun's C of E 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

Both our SEN policy and our Equality and Diversity policy can be found in the 'Policies' section of the school website.

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

At St Swithun's, we initially approach the identification of SEN by taking a 'heuristic' approach. We ensure that we place the child at the heart of any plan we write. We gain initial information through:

-Discussions with the child.

-Discussions with the parents of the child.

-Monitoring the child's attainment and progress in their learning.

-Having discussions with class teachers/teaching assistants or other adults that come into contact with the child in the school.

Once we have ascertained that the child needs additional support in order to access their learning, we follow Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'.

The guidance sets out:



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- 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.

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 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 meeting with parents 3 times a year to discuss the progress and provision that their child is receiving.
- by having open channels of communication between teachers and parents so that informal conversations can occur on a regular basis.
- by having additional 'Mentoring' sessions with children that are on the SEN register to ensure that the children are aware of their targets and the progress that they are making to achieving them.

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. By promoting inclusivity where possible, we endeavour to offer the children a curriculum that is accessible and meets their immediate learning needs.

When the children have learning needs that cannot be met in the class, we offer a wide and varied program of interventions that support the children with their learning and aim for them to 'catch up'. These include:

- Individual phonics interventions for KS1 children that need additional support based around the Read Write inc scheme of phonics learning.
- 'Freshstart' – The Read Write inc based phonics intervention for Year5/6 children that need additional support.
- Acceleread/Accelewrite – A typing intervention for children that struggle with sentence structure and spelling.
- 'Toe by Toe' – An individual phonics scheme that focuses children on the sounds they need for reading and writing.
- 'Keep up not catch up' – A whole class maths intervention that ensures the children do not fall behind in their maths learning and that misconceptions are immediately put right.
- Precision Teaching – A 'one to one' intervention that involves teaching the children to read or spell specific words that will directly improve the fluency and coherence of their reading and writing.
- 'Reading and Thinking' – A reading intervention that focuses mainly on inferential skills.



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-Handwriting interventions – We understand the importance of legible handwriting with letters correctly formed and children from across the school that require additional handwriting support receive additional sessions.

-A range of reading interventions that focus in on the children's specific decoding or comprehension need.

These interventions go hand in hand with teachers in class interventions that teachers set up and carry out as part of their daily practice.

What expertise can we offer?

Our Inclusion Leader has achieved the National Accreditation for Special Educational Needs Co-ordinators. All staff in the school, working alongside the Inclusion Leader, have up to date knowledge of inclusive teaching strategies and adapting their lessons to meet the needs of all learners. Teaching Assistants are highly trained to give interventions that have the biggest impact on learners.

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 Behaviour Support
- Child and Adolescent Mental Health Services (CAMHS)
- Oxfordshire School Inclusion Team
- Therapy services
- Early Intervention

Children's Social Care

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

<https://www.oxfordshire.gov.uk/cms/public-site/childrens-services-0>

We always discuss the involvement of specialist SEN services with parents first. 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 is tracked throughout the school. For Writing, Reading and Maths, the children are assessed three times a year. For children who are working below the age expectation, where appropriate additional assessments will be carried out to unpick their next steps for learning. When formal interventions are taking place, assessments are carried out before and during the intervention to assess the impact that it is having on the child's learning. We can therefore determine if the intervention is impacting on the child's progress, and reassess the intervention if necessary.



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In addition for children with SEN, we regularly review progress towards agreed outcomes assessing whether the support that has been in place has made a difference and what we need to do next. We evaluate this progress against age related expectations.

How is the decision made about how much support a child will receive?

When children first join St Swithun's, additional support is allocated according to the information provided by the previous education setting and external agencies as appropriate, for pupils with Additional Educational Needs. Children with an EHCP will be allocated appropriate resources as specified. The class teacher will carefully monitor progress and then consult with the Inclusion Leader if they feel additional support is required.

During their school life, if further concerns are identified due to the pupil's lack of progress or well-being, the class teacher, together with members of the leadership team, will adjust the level of support accordingly. The support allocated for each child will be shared with all relevant parties as appropriate.

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 children when planning trips so that everyone is clear about what will happen.

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 with SEN?

All children have the opportunity to share their views with the adults in their classroom. Children with SEN receive an additional three 'Active Mentoring' sessions each school year. These sessions enable the children to be reminded of their targets, and to discuss any aspect of school that they like or that they think could be made even better.

Teachers at St Swithun's tailor any additional provision based upon individual children's needs. In some instances, teachers are happy to fine tune interventions so that the child does not feel excluded from the rest of the class.

Joining the school and moving on

We encourage all new children to visit the school before starting. For children with SEN, we would encourage additional visits so that the school can ensure that the correct provision is put in place for individual children. More importantly, we encourage additional visits for children with SEN so that the child will feel comfortable and safe in their transition to St Swithun's school.

Who to contact

If you are concerned about your child, please feel free to discuss matters with your child's class teacher. Alternatively, you can contact the Inclusion Leader, Ben Scott, on any matters regarding SEN on the school's telephone number which is 01865 415105.



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If you'd like impartial advice from Oxfordshire's SENDIASS (Formerly Oxfordshire's Parent Partnership Service) contact <https://www.oxfordshire.gov.uk/cms/public-site/sendiaas-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-and-disability-local-offer>