

Appleton CE (A) Primary School SEN School Offer

Our special educational needs co-ordinator (SENCo) is: Lindsay McClimont
She can be contacted on: 01865 862794 or office.3850@appleton.oxon.sch.uk FAO
of Lindsay McClimont

Our governor with responsibility for SEN is: Mrs Jenny Gordon

Our SEN policy can be found under SEN policies and reports.

Our Single Equality Scheme can be found under SEN policies and reports.

What is SEN?

A child or young person has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child or young person is considered to have a learning difficulty or disability if they:

- 'have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age'.

(Code of Practice 2014)

Appleton 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

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

The school uses Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'.

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 three times per year, when possible in line with parent evenings or through mutually agreed appointment times. Appleton uses Pupil Profiles to identify children's strengths, needs and specify the support that will be put in place. We ask pupils and parents to contribute to the Pupil Profiles.

There are also opportunities for parents and children to contribute to our policies on SEN and Equality. We do this through school council, suggestion / feeling boxes in classes, information evenings to parents, parent questionnaires, parent / teacher consultations and when appropriate offering parent focus groups.

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 in the SEN policies and reports tab of the school website.

We always aim to identify children with SEN as soon as possible, however we also believe that at times children need a boost with their learning. These children do not necessarily meet the criteria for SEN, but are offered intervention groups in order to support their progress and learning.

Across the school we plan to meet the individual children's needs through high quality differentiation. At different points through the year we also offer the following interventions, according to the needs of the children.

In Foundation we focus on developing language and communication. This is done

through Spirals groups. The staff are also trained to offer Talk Boost, which we are aiming to introduce in the Spring. All children have the opportunity to take part in Forest School, which is already showing increased confidence in some of our more vulnerable children.

Intervention	Focus	Year groups offered to
Talk Boost	Language and communication skills	FS and Year 1
Accelerated/write and Nesy	Spelling, working memory and reading	From Yr2 (adapted version) upwards
High frequency reading	Reading fluency – this is over and beyond reading groups and individual reading.	Yr 1 and above
Precision teaching using probe sheets	Reading fluency of high frequency words.	Yr 2
Every Child Counts	Maths –number skills, including place value	Yr 2 and above
Speech work	On advice from SALT	All years
Writing focus group – run by teacher	Story planning, accurate punctuation and	Year 4 upwards
Reading For Meaning	Reading comprehension	Year 5 and 6
Fine motor skills	Handwriting and hand strengthening	Year 3 and 4
One to one	Appropriate to child's needs	
Movement groups	On advice from OT or physio	As appropriate
Braille	Teaching of reading and writing in Braille	As appropriate

What expertise can we offer?

Lindsay McClimont has a BEd with distinction. She has worked as a SENCo for 13 years in a variety of settings, including setting up and managing an inclusion unit within a school.

All staff are trained to support the particular needs of the children they work with. However we are fortunate that several of our Teaching Assistants are qualified teachers, enabling us to offer high quality support. Many of our staff are currently undergoing further professional development, including doing Early Years Foundation Degrees and Work Based Teacher Training.

We also have members of staff that are able to offer support with:

Visual impairment, including braille,

Dyslexia

Autism – Early Birds Course

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 - although we do not currently subscribe to this service, we are able to access this as and when necessary.

Child and Adolescent Mental Health Services (CAMHS)

Oxfordshire School Inclusion Team

Home School Community Link worker

Early intervention hub, which offers a range of services, in particular with supporting families.

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/special-educational-needs-sen>

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/young people is tracked throughout the school through the school managements information system (Integris). The Senior Leadership team meet 5 times per year with each class teacher to discuss pupil progress and attainment.

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.

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 under – SEN policies and reports.

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. If a personal risk assessment is carried out then we talk to parents and young people when planning trips so that everyone is clear about what will happen.

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 feeling boxes.

When necessary specific strategies are put in place to enable children to have access to a chosen member of staff.

We listen to the views of children/young people with SEN by completing the pupil profiles, which are reviewed 3 times per year.

We feel it is important for all children to feel safe and happy in school, therefore when necessary the school implements our behaviour policy or anti-bullying policy. These can be found in the School's policy section on the website.

Joining the school and moving on

We encourage all new children to visit the school before starting. This includes additional visits on Inset days in September for particularly anxious or vulnerable children. For children/young people with SEN the necessary arrangements are made in the best interest of the child. This may include extra visit days, careful liaison with previous settings and parents.

We begin to prepare young people for transition into the next stage of their education by working closely with our transition schools, in particular our feeder school Matthew Arnold. Liaison with the Matthew Arnold starts in March. Additional visits during and out of school hours can be arranged. SEN, vulnerable or anxious children are encouraged to take part in the school's summer school programme. At Appleton school we aim to work with all schools to ensure the successful transition of our pupils.

Who to contact

If you are concerned about your child please contact the class teacher initially. The SENCo will be aware of this meeting and may attend if requested or appropriate.

If you'd like to feedback, including compliments and complaints about SEN provision please contact Lindsay McClimont. We aim to respond to any complaints as quickly as possible and wish to work together to resolve any issues or concerns.

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. Click here to see

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

Our school has contributed to the county's Local Offer through attendance at a training workshop and through trialling of new guidance and systems.

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