

# Information Report for Children with SEND

October 2018



Oxenhope Church of England Primary School

Written by Alice Jones (SENDCo)

## Oxenhope Church of England Primary School

We are a caring, Christian School that aims to provide a high quality of education to all our pupils within a secure, loving and nurturing environment. We hope that our children move on with confidence, positive memories and lasting life-long benefits from their time spent with us.

The Children and Families Act 2014, section 20 defines when a child has Special Educational Needs (SEN):

*'A child or young person has Special Educational Needs if he or she has a learning difficulty or disability which calls for special educational provision (SEP) to be made for him or her'*

SEP is defined as any education or training provision which is additional to or different from that generally made for others of the same age.

When a potential special educational need has been identified, a graduated approach which involves assessing, planning, implementing and reviewing the approach taken with the child becomes increasingly personalised. This cyclical process, as we build a deeper understanding of the child's needs, enables the school to continually reflect upon the approach taken.

The graduated approach based on the Guidance from Bradford Metropolitan District Council's Children's Service for SEN is used to inform the provision in place for each child identified as having special educational needs. This is based on a three range structure which takes account of the following areas of need: Autistic Spectrum Condition (ASC), Language and Communication Needs. Moderate Learning Needs. Specific Learning Needs. Behavioural Needs.

At Oxenhope Church of England Primary School our offer for Ranges 1 to 3, for each area of SEN, can be accessed through guidance featured on Bradford Local Authority's website: <https://bso.bradford.gov.uk/Schools/Home.aspx>

If a child falls into Range 4 or above, then school will begin the application process for an Education Health and Care Plan (EHCP). The support provided by school will therefore follow the detailed provision recommended in the EHCP.

<b>Accessibility</b>	<p>Visual enhancements</p> <p>Adapted/disabled toilet and shower</p> <p>Ramps to all doors and wide doorways allowing wheelchair access</p>
<b>Agencies which can be accessed</b>	<p>Speech and language services</p> <p>Educational Psychologist</p> <p>Specialist advisory teachers from the LA e.g. learning support, ASC specialist, Behavioural support</p> <p>CAMHS (Child and Adolescent Mental Health Services)</p> <p>Bereavement, domestic violence support groups</p> <p>Early help and links to social services</p> <p style="color: red; text-align: right;"><b>Please be aware that all of these agencies operate using a waiting list basis which can be up to and longer than 6 months</b></p>
<b>Provision unique to the school</b>	<p>Experienced Inclusion Manager and Senco</p> <p>Experienced team of teaching assistants who are involved in whole school development and implementing interventions</p> <p>Experienced Pastoral Learning Mentor (PLM)</p> <p>Dedicated space for nurture (The Nest)</p>
<b>Consultation with parents</b>	<p>School has an open door policy and you are welcome to speak to your child's class teacher on any day. To speak to a member of the Senior Leadership Team/SENCO an appointment can be made via the office. When a child is placed on the SEND register parents become involved at all stages of this system. For further details please see the SEND policy.</p>
<b>Before and after school activities</b>	<p>SEND children can access all extra-curricular activities as well as child care provision. If needed school may</p>

# **Information to Support Parental Understanding of Special Education Provision at Oxenhope Church of England Primary School**

## **Key Individuals in School Responsible for SEND Provision**

### **1. The SENCO**

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND policy and provision mapping to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring the you are:
  - Involved in supporting your child's learning
  - Kept informed about the support your child is getting
  - Involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g speech therapists
- Updating the SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of your child's progress and needs.
- Providing support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

### **2. Class/subject teacher**

Responsible for:

- Quality first teaching
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.
- Writing Graduated Approach Plans (for children range 3+) where required and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are supported to deliver the planned provision for your child, so they can achieve the best possible progress – this may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach with any SEND

### **3. Head teacher**

Responsible for:

- The day to day management of all aspects of the school – this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENCO and the class teachers but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND

### **4. SEN Governor**

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND
- Ensuring SEND children achieve
- Supporting the SENCO

## 5. Parent

- If you have concerns about your child's progress you should speak to your child's class teacher initially
- If you wish to make a complaint about the provision in place for your child you should follow the schools complaint procedure



# Commonly Asked Questions from Parents and Carers

## How will Oxenhope Church of England Primary School let me know if they have concerns about my child's learning?

If your child is identified as not making expected progress or has additional needs the school (class teacher, SENCO or pastoral learning mentor) will set up a meeting to discuss this with you in more detail and to:

- Share initial concerns between home and school
- Review the provision that has been in place for your child and the impact of this provision
- Arrange additional support or interventions your child may need
- Discuss any further referrals to other professionals if necessary
- Explain and agree the review process that will be in place for your child

## How is extra support allocated to children?

The school budget is received from Bradford Local Authority, it includes money for supporting children with SEND.

- The Head teacher decides on the budget for SEND in consultation with the school governors on the basis of the needs in the school

- The Head teacher and the SENCO discuss all the information they have about SEND in their school, including:
  - The children getting extra funding
  - The children needing extra support
  - The children who have been identified as not making as much progress as would be expected
  - Deciding what resources/training and support are needed
- All resources/training and support are reviewed regularly and changes made as needed

### **What are the 'Ranges of Needs'?**

Bradford Council have identified 7 'Ranges of Need' for pupils with SEN. Within a mainstream school it is expected that provision will be made for pupils within Ranges 1-3 (and 4 dependant on the individual child).

If a child has an EHCP, in which Oxenhope C of E Primary is named, then we will provide the support detailed in the plan.

For further information about the Ranges at Oxenhope C of E Primary School please find it on the Bradford Schools Online website - <https://bso.bradford.gov.uk/Schools/Home.aspx>

### **What support do we have for you as a parent of a child with SEND at Oxenhope C of E Primary ?**

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share the information about what is working well at home and school so similar strategies can be used.
- The SENCO is available to meet you via a pre-arranged appointment, to discuss your child's progress or any concerns/worries you may have. You must have seen your child's class teacher before this appointment can be made.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report
- Graduated approach plans (for range 3+) will be reviewed with your involvement each term as appropriate
- Homework may be adjusted as needed to support your child's needs
- A home/school diary may be used to support communication with you, when this has been agreed to be useful for you and your child
- Our pastoral learning mentor is available for drop-ins each day. Please see the timings displayed on the Nest door in the entrance

## **What are the different types of support available for children with SEND at Oxenhope C of E Primary?**

Your child will receive:

- Quality first teaching
- Differentiated lessons
- An engaging curriculum

Your child may receive:

- Specific small group work
- Specific targeted work on an individual basis as part of a small group
- Specialist individual support or sessions from specialist teachers or other professionals
- Specified 1:1 support during some lessons, lunchtimes and/or playtime
- A place in 'The Nest' – nurture type provision

## **Who are the other people providing services to children with SEND ?**

- Autism Support Team (AST)
- School Nursing Team
- Cognition and Learning Service
- Educational Psychology Team (EPT)
- Child and Adolescent Mental Health (CAMHS)
- Health services as appropriate
- SEN Early Intervention Team
- Behavioural, Social and Emotional Difficulties Team
- Barnardo's
- Early Help
- Children's Social Care



**Written by Alice Jones October 2018**

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