



Dedicated to Excellence

# Ox Close Primary School

## SEND Information Report

December 2018



## What is a 'Local Offer'?

A message from Miss Smith, SENCO

From September 2014, the Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). As part of this commitment, all schools are asked to detail their approach, resources and provision for children who may have an additional SEND need. This is known as the 'Local Offer'. Further information about the Local Authority's Local Offer can be found at the link located within our school 'Local Offer' page – look for the Families Information Service logo, or by going to [www.countydurhamfamilies.info](http://www.countydurhamfamilies.info)

At Ox Close Primary School, provision for children with additional needs is extremely important to us. Our statement of equality is simple; we strive to ensure all children achieve their best, irrespective of gender, race, need or background. Just like our school motto, we want all children to 'be the best you can be'.

This guide aims to detail our 'Local Offer' to children and families who have an interest in, or need for SEN provision. All of this information can also be found in more detail on our school website under the SEND section. Of course, should you require any additional information, please feel free to contact myself or your child's class teacher – we would be more than happy to discuss with you any questions which you may have.

## Firstly...What is SEND?

Special Educational Needs and / or a Disability can affect many children throughout their school career and beyond. Whilst disabilities generally affect children long term, not all SEN difficulties should be seen as 'Life Long'. SEND is seen by our school as the child requiring provision that is additional to, or different from the rest of the class. For example they may have additional needs due to dyslexia, coordination problems, number understanding, significant sight problems – the list is endless and every child is unique – however a carefully planned approach is needed, additional to high quality class teaching in order for these children to achieve as well as they can. **Our school has a variety of key policies which directly impact upon our provision for children with SEND, which are all available as part of our school website, which include:**

- SEND and Inclusion Policy
- Admission Arrangements
- Accessibility Plan

- Anti-Bullying Policy

### **Who decides if my child has a SEND?**

Often, children may join our school, with parents having a clear picture of their child's needs – parents know their children best – and as a school we see parents as full partners in their child's education. Sometimes, however, it is school staff who may initially identify a concern. If this were to be the case, school staff would liaise with parents at the earliest opportunity to discuss such concerns and agree a way forwards. For some concerns, we may discuss the involvement of the Educational Psychology Service, the Learning Support Service, the Occupational Therapy Service, Parent Support Advisor, Child and Adolescent Mental Health Service or your local GP. It is important to understand, however, that the purpose of such involvement of professionals is not always to seek a 'label' or 'diagnosis' – but more often in order for advice to be offered to help the child learn as well as they possibly can. For example, certain programmes may be advised, teaching strategies, resources or services in order to address the needs as best as possible. As previously mentioned, if these needs are addressed, we are confident in the outcomes of such support, and the issue has been resolved, your child will no longer be placed on our SEND register.

There are two categories of SEND at Ox Close Primary School, these are children in receipt of:

- **A Support Plan;** the children are overseen by the school and the school and parents initiate, review, amend, and cease support for children whose needs are seen at 'Support Plan' level.

- **A Statement / Education, Health and Care Plan (EHCP);** historically, children who had higher needs were issued a 'statement', by the Local Authority. From September 2014, statements will cease to be issued, and EHCPs will be issued in their place. All children with a current statement will be assessed against the criteria for EHCPs over the coming years. Children with needs at this level have their plans initiated and ceased by the Local Authority, but reviewed and monitored by the school and parents at least annually.

### **What kind of additional provision and curriculum could you offer?**

The provision offered to each child with SEND is unique. Our school challenges itself to deliver high quality provision, within an ethos of care, support and understanding for both children and families.

We have a designated SENCo, Miss Smith, to oversee the provision for all children with additional needs across the school. At Ox Close Primary School, our Headteacher and teaching staff are fully committed to inclusion and high quality experiences for all children.. We also have a high level of teaching support, to

ensure children with additional needs are well supported in all lessons. Our curriculum is tailored to the needs of the child – through the use of staffing, differentiation, teaching style, and resources – including ICT.

Some examples of additional provision which could be suitable for a child with SEND could include:

- Some individual teaching, following dedicated programmes to address specific needs, e.g. reading and spelling difficulties, e.g. Lexia or 'Word Wasp' programmes or those directed by Speech Therapists, Educational Psychologists or the Learning Support Service.
- Small group focus work to address shared issues, e.g. fine and gross motor skills groups.
- Specialist interventions, e.g. Occupational Therapy, or Speech and Language Therapy with a trained therapist.
- Learning Support Assistant support within the class, in order for the work to be further differentiated to meet exact needs.
- Additional resources to enable better access to the curriculum, e.g. seating / writing apparatus that have been suggested by professionals.
- Thorough assessments undertaken by professionals i.e. Educational Psychologists in order to pinpoint exact areas of difficulty that are then addressed.

### **What involvement can we have as parents/carers at Ox Close Primary School?**

We very much value the contribution that parents can make to their child's education. In order for parents to be fully involved in the life of the school, when they generally do not drop off or pick up their child from school, both school and home must work hard at this important aspect of school life.

You are always welcome to call in to see how your child is getting on, so long as you let us know that you are coming and make an appointment via our school office. We also expect parents to attend a child centred 'Annual Review' for all pupils with a 'Educational Health and Care Plan', to enable all of the staff who work with yourselves to discuss the placement each year. There are also two Parents' Evenings each year where the parents of children with SEND can discuss their child's learning and review and set outcomes.

## **How would my child be assessed – and would we be informed?**

In order for your child's successes and needs to be accurately identified, we carefully assess your child using a range of assessments. When your child enters our school, their current attainment is assessed to give us a 'baseline' from where your child will progress. We always communicate your child's attainment through parents' evenings and end of term reports or your child's teacher may call an additional meeting if they have an area to discuss.

If more detailed assessments of SEND area required, some of the methods are:

**Speech Therapy Assessments** – which may focus on sound production, language understanding, or other relevant assessments to your child's needs.

**Education Psychology Assessments** – which may include memory, understanding, reasoning, logic, and general skills assessments.

**Cognition and Learning Assessments** – these may include observations and assessments.

**On going school assessment** - these assessments are comprehensive in all aspects of school life, with some additions for children with SEND. These may include reading, writing, maths, phonic and spelling assessments.

**Social and Emotional Assessments** – these may include observations and assessments.

## **Additional assessments relevant to your child's needs**

Your child's school achievements may be assessed against the levels expected for children who are working on the National Curriculum (i.e. the same as the majority of other children in their year group), or they may be assessed against other measures for children who are not ready to work on National Curriculum Levels (i.e. the steps before the National Curriculum). These smaller steps are called 'P-Levels' and are measured in our school using a system called PIVATS. Aspirational targets are set for all children assessed against 'P Levels' using the 2010 Progression Guidance – a document for schools to use to ensure that all children are expected to make good progress, including those not ready to access the National Curriculum.

## **How do the children contribute to their provision planning?**

As with everything related to your child in our school – they have an opinion and voice that is listened to. At child centred annual reviews (for children EHCPs) your child is invited to the review and is able to join in the discussion about how their learning is going. They all write their views prior to the meeting in our 'All About Me' worksheet. Children at the Support Plan phase are actively involved in reviewing their termly outcomes and have the opportunity to add their comments to the plan as it progresses. Most importantly, we pride ourselves in the effective

relationships that we have with our children – which means that we have daily, open conversations with our children leading to a very clear picture of what our children enjoy, what works and what they need.

### **What about SEND and School Finances?**

Each school in Durham receives its school budget in April, and as part of this budget there is a 'notional' SEN amount. As such, schools are responsible for funding the first £6k of support for children with SEN – after which they can request additional 'Top Up Funds' from the Local Authority; generally this is for children with very high needs and often in receipt of a EHCP. In order to access these funds, the school produces a 'Costed Provision Map' – detailing the provision the child is receiving and at what cost to the school. Parents are involved in this process and are invited to review the plans and support timetables with school leaders. Children in receipt of an EHCP may be allocated additional funds as part of the plan. The use of these funds is discussed at the initiation of the plan, and during the review meetings to ensure best value is achieved. More information about SEND finances is available on Local Authority Local Offer Website and on the Ox Close Primary School website in the SEND section.

### **What SEND expertise do you have in Ox Close Primary School?**

The staff at Ox Close Primary School are highly skilled and continued professional development is something that is very important to us. All staff may have training in some areas and then designated staff may have expertise in other areas. Most members of staff have Paediatric First Aid and Safeguarding Level 1 qualification. In addition, our SEND support staff have a selection of training. Each year the needs of children within our school are carefully considered and training organised to up-skill staff. Last year members of staff took part in Lego Therapy training, Understanding and Supporting Pupils on the Autism Spectrum and all staff received training on identifying SEN and writing outcomes for SEN Support Plans. All staff also took part Fine Motor Skills and Handwriting training delivered by Occupational Therapy. Last year Durham's SEND and Inclusion Team leader, Liz Mulholland, delivered three Autism workshops last year to all staff. Staff decided on the areas they wanted to focus on based on need and chose: transition, developing play skills and avoiding and supporting crisis situations. With a growing number of children needing sensory support, two members of staff also took part in training focused on providing a sensory diet.

### **Who do I talk with if I have a compliment or complaint?**

Should you be happy with the provision your child receives, there is nothing better than telling the teacher, support assistant or Mr Harrison! You can also respond to the Parent Voice Questionnaires, which Miss Smith (SENCO) will send out, or make

comments during the review process. If you are unhappy, it is best to speak to Mr Harrison or Miss Smith ASAP – we will do our best to rectify the problem, in partnership with you and your child. There is also a copy of the school’s complaints procedure on the school’s website should you require it.

**How do we evaluate the effectiveness of our provision?**

Reviewing children’s academic outcomes, as well as targets set on EHC and SEND Support plans allows us to see how well our children achieve academically and socially. We invite external evaluators from the Local Authority to review our provision and formally consult children and parents regularly with regard to their experiences of SEND provision. We continually evaluate in order to improve! The provision of our children with SEND and other Vulnerable Groups Children with additional needs, such as Looked After Children, is closely monitored. Our SENCo and Whole School Pupil Progress Leader regularly reviews the provision and achievements for our children with SEND to ensure the best outcomes for children and families. Provision, additional resources and teaching and outcomes are reassessed regularly to ensure that these vulnerable children are both happy – and making good progress.

**What are the Types and Levels of Need of SEND in our school?**

Across our school, we have a variety of children with varying types and levels of need. Below, is an overview of the types and levels of need across our school as of December 2018.

	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and/or Physical	Year Group Total
Reception		7			7
Year 1	2	3		2	7
Year 2	3	4			7
Year 3	6	4	1		11
Year 4	8		1		9
Year 5	5	1	5		11
Year 6	5				5
					57

**Who are my main points of contact if I have any questions or worries?**

Laura Smith – SENCo

Daniel Harrison – Executive Headteacher

Anna Bowden – Interim Head of Primary

Wendy Hall - SEND Governor

Ox Close Primary School, Ox Close Crescent, Spennymoor, Co. Durham, DL16 6RU

Tel 01388 814860