

# Oxbridge Lane Primary School

## SEN Information Report 2020-2021

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Welcome to our SEN Information Report, we hope it will answer any questions you may have in regard to special educational needs at Oxbridge Lane Primary. After reading this document if you have further questions, please do not hesitate to contact your child's class teacher or Mrs S Smith who is the Special Education Needs Co-ordinator (SENDCo). For your information our SEND governor is Mr T Keates. You will also find further information in our SEND policy and our SEND support offer which you can find on our website [www.oxbridgelane.org.uk](http://www.oxbridgelane.org.uk)

***What kinds of SEN does Oxbridge Lane provide for?***

Our SEN profile for 2020/21 shows that there are 18% of children in the school identified as having SEN, with 16% identified as requiring SEND Support and 2% requiring a higher level of support and have an Education, Health and Care Plan (EHCP).

We have a range of additional needs in school including pupils who have:

Communication and Interaction Difficulties

Cognition and Learning Difficulties

Social, Emotional and Mental Health Difficulties

Sensory and/or physical needs

A child has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision that is above and beyond quality first teaching. The SEND Code of Practice states 'A child has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of children of the same age and or have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream setting'.

***What are the policies for identifying children with SEN and assessing their needs?***

The Department for Education recommends a cycle of Assess, Plan, Do and Review in relation to meeting the needs of children with Special Educational Needs and Disabilities. A child's SEN journey begins with identifying their need by assessment. Using careful observation and a range of assessment data, information from parents/carers, partner agencies, teachers can identify whether a child may have a special educational need. Where a special educational need is identified in school, parents are invited to planning meetings to discuss how their child's need may be met. Where Special Educational Needs and or disabilities have been identified school will with the consent of the child's parents/carers place the child on the SEND register. The child will be registered as SEND support (K) and will have a SEND Support Plan written. This process begins with the child, parent and teacher discussing the needs and writing three over-arching targets. From these, a SEN Support Plan is written with the first SMART targets that will lead to meeting these over-arching targets across the cycle. This plan will be shared with parents and updated three times a year, more often if necessary. If a child has significant difficulties and requires support from a range of support agencies and or high levels of adult support in order to make progress an Educational Health Care Plan may be required. The school (or you) can request that Local Authority SEND Services carry out an EHCP assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. After the request has been made to the EHC panel, they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need an EHCP. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this they will ask the school to continue with the current support. After the reports have all been sent in, the panel will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). The EHC Plan will outline the level of support your child will receive from the LA, how this support should be used, and what strategies must be put in place.

It will also have long and short-term goals for your child. Children, parents/carers, teaching and support staff are directly involved in reviewing progress. This review can be built in to the intervention itself, or can be a formal meeting, where we discuss progress and next steps. EHCP will be reviewed as a minimum every 12 months.

***What are the arrangements for consulting with parents/carers of children with SEN and involving them in their child's education at Oxbridge Lane?***

If your child has special educational needs then you will be invited to meet with your child's class teacher and/or SENDCo. Together you will discuss your child's needs. During the year you will meet a minimum of three times to discuss and review your child's needs. Also an open door policy applies throughout the year should you need to speak about your child's needs.

(Coronavirus – Covid 19 restrictions require meetings to be held virtually or by telephone where possible. Meetings in school are by appointment only).

***What are the arrangements for consulting with your child and involving them in their education at Oxbridge Lane?***

A person-centred approach is very much at the heart of our SEN Support Cycle. Class teachers will discuss with your child their individual SEND targets at an age appropriate level. Children will be asked about their strengths and weaknesses and how teachers can help them to learn. Children who have an Educational Health Care Plan will be asked to give their views and this will be included in their plan using the What Matters Island format.

***What are the arrangements for assessing and reviewing children's progress towards outcomes? This should include the opportunities available to work with parents and young people as part of this assessment and review.***

Children are assessed in a variety of ways. Teachers carry out observations, look at work in books and use tests to determine a child's ability, strengths and target areas. If a child has made little or no progress then the class teacher/SENDCO will seek external assessments from experts such as specialist teachers or an educational psychologist. If a class teacher/SENDCO has concerns in regard to the assessments then they will speak to the child's parents/carers and inform them of the next steps. If it is felt a discussion with the child is useful, teachers will also discuss next steps with the pupil.

***What are the arrangements for supporting children in moving between phases of education and in preparing for adulthood?***

When a child is moving to a new year group school will make this transition as seamless as possible. The receiving teacher will meet with the child's previous teacher to discuss their individual needs and discuss their pen portrait and future needs. If it is felt useful the child will be given additional opportunities to meet their new teacher and where appropriate social stories will also be used. When children are transitioning to secondary school, the SENDCo will liaise with key members of staff at the secondary school to pass on important information. Arrangements will be made for those children who are considered to be vulnerable learners, extremely anxious about moving to secondary. If an enhanced transition is required then additional visits will be organised to support the child with their move. The SENDCo will also ensure that the child's SEND file is also passed to the new setting.

***What is the approach to teaching children and young people with SEN at Oxbridge Lane?***

Overall curriculum structure is directed by the government through the National Curriculum: all students have an entitlement to study a full, broad and balanced curriculum. Differentiation (adapting the curriculum to suit the needs and ability of the child) is the responsibility of the class teacher. Informed by the data and information on each pupil, teachers plan for and deliver using

different styles of teaching and meeting individual needs through a range of strategies, such as different learning styles. Teachers must ensure using quality first teaching the targets they set their pupils are stretching and attainable. If year group objectives are not suitable for an individual pupil, a more personalised curriculum is used and sometimes supported by additional adults such as teaching assistants. Teachers and teaching assistants may teach the child in a small group, focusing on developing basic skills, speaking and listening activities, reading, spelling, writing, number or social and emotional skills. Children may join intervention groups on the same day or next day to support learning. Children could receive extra lessons on a particular subject e.g reading. Children may be given access to computer programmes such as Teach your Monster to Read. Children with additional needs in reading will be given a daily reading session or additional phonic sessions.

***What adaptations are made to the curriculum and the learning environment of children and young people with SEN at Oxbridge Lane?***

As mentioned in the previous section, the curriculum is adapted to meet the needs of the child and sometimes the child will be given access to additional specialist resources such as writing slopes, seating wedges, laptops, spring loaded scissors, non-slip mats, coloured exercise books, triangular pens to name just a few. Each classroom has a visual timetable to support all learners, in addition some children may have Now, Next, Then prompts.

Adaptations to the learning environment include things such as accessible access to the school by the main entrance. There is an accessible toilet within Middle Building.

***What is the expertise and training of staff to support children with SEN, including how specialist expertise will be secured?***

All staff are responsible for meeting the needs of individual children within their classes but some children have very specific difficulties or diagnosis. If this is the case then we will contact experts in this field to gain advice and extend our knowledge. Within school we have a range of staff who have completed additional training and qualifications in a range of specialist areas including:

Speech and Language needs

Autism

ADHD

Attachment Needs

Sensory Processing

Social Emotional and Mental Health needs

Within school we endeavour to keep staff knowledge in relation to special educational needs up to date and our continuous professional development plan includes training opportunities for all staff. This year additional training has been made available to all staff through the NASEN website as well as receiving bespoke training from the Educational Psychology Service for Lego Therapy and Precision Teaching and the LA for SEMH support. Our SENDCo holds the post graduate certificate in SEN Coordination.

***How is evaluating the effectiveness of the provision made for children with SEN at Oxbridge Lane?***

Monitoring progress is an integral part of teaching and leadership within Oxbridge Lane. Progress data for all children is collated by the school termly and recorded on our tracking system. This data is monitored by teachers, senior leaders and governors. Teachers and SENDCo collate the impact data of SEN support and interventions, to ensure that we are only using interventions that work effectively. We scrutinise the work of pupils through the year to ensure that pupils' learning is challenging, relevant and accessible. We also monitor the success of other provision and support in school such as educational psychology, counselling and family services. The SENDCo also reports termly to governors in regard to the SEND provision at Oxbridge Lane.

***How are children with SEN at Oxbridge Lane Primary enabled to engage in activities available with children in the school who do not have SEN?***

Our school is committed to providing all pupils with equal access to an enriched and extended curriculum. When possible, staff will make visits to sites prior to a trip to ensure that it is accessible to children with a physical disability and appropriate for those with an academic difficulty. If required, school staff will liaise with staff from the site to be visited and decisions will be made based on the safety and needs of the individual.

Residential visits are organised well in advance so that all pupils have an opportunity to take part; programmes can be amended to suit the needs of classes or individuals whilst maintaining the safety of the individual pupil.

A variety of after school clubs cater for a range of interests and abilities and include art, sports and creative writing. All our children are welcome at after school clubs regardless if they have an additional need or not.

***What support is available at Oxbridge Lane for improving emotional and social development? This should include extra pastoral support arrangements for listening to the views of children with SEN and what measures are in place to prevent bullying?***

In addition to our PSHE (personal and social health education) curriculum, we are currently running a Metacognition programme, where children are looking at their learning behaviours (powers) and seeking to develop these skills further. These skills include: resilience, co-operation, continuous improvement and concentration.

Children are also encouraged to talk to their teacher if they have a problem, concern or worry. Our children also know that pastoral support is available from the SENDCo, Leadership Team and Head Teacher.

Class teachers discuss bullying with children in an age appropriate manner and reinforce how pupils can seek support if they feel they are being bullied.

***How does Oxbridge Lane involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's special educational needs and supporting their families?***

In our school, we have access to various specialist services provided by Stockton Local Authority which are described on the Local Offer website <https://www.stocktoninformationdirectory.org> Oxbridge Lane has also commissioned additional support for 2020-21 from:

Stockton Educational Psychology Service,

The Bungalow Partnership - counselling and play therapy for children with social and emotional needs,

Martin Gray Football Academy,

North-East Wellbeing.

In addition, we regularly work with a range of external agencies to meet the needs of children.

Attending meetings, providing advice and following targeted programmes of work/adopting advice for individual children. Services that are regularly providing support in school include:

Health visitor and school nursing service

Social Services

Paediatric physiotherapy services

Speech and Language Therapy

Medical Services

Behaviour Support Team

Paediatric occupational therapy, including Sensory Sunflower service

Early Years Inclusion Team

CAMHS

Visual/Hearing impaired support services

Daisy Chain – local ASD support service

Working with secondary schools to support transition

***What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?***

Oxbridge Lane Primary works, wherever possible, in partnership with parents and carers to ensure a collaborative approach to meeting the needs of their child. All complaints are taken seriously and are heard through the school's complaints policy and procedures. We would encourage parents and carers to discuss any concern they have with their child's class teacher or SENDCo, as it is in everyone's interest that complaints are resolved at the earliest possible stage and we expect that the majority of concerns will be resolved this way.