



# St Ebbe's

C of E (Aided) Primary School

## SEN Information Report

These pages set out information about our provision for children and young people with special educational needs and disabilities (SEND). They are updated annually.

### About our school

St Ebbe's School is a mainstream school which 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

Our special educational needs co-ordinator (SENCo) is: Mrs Clare Whyles

She can be contacted on: 01865 248863 and by email at [office.3833@st-ebbes.oxon.sch.uk](mailto:office.3833@st-ebbes.oxon.sch.uk)

Our governors with responsibility for SEN are: Mrs Jo Horn and Mr Steph Gilroy-Lowe.

Our SEN policy can be found on our school website or you can request a paper copy from our office.

Our Equality Scheme and Accessibility Plan can also be found as above.

### 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.

Please 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?**

The staff at St Ebbe's are committed to working alongside parents in the education of their children. We will always contact parents if we have a concern that a child or young person may have a special educational need and encourage parents to discuss any concerns that they may have. 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 termly progress meetings, in line with parent consultation meetings, using home/school diaries, scheduled phone calls etc* There are also opportunities for parents and children to contribute to our policies on SEN and Equality. We do this by: *Discussion groups with children, parent focus groups, school council, class discussions, assemblies etc.*

## **Adapting the curriculum**

St Ebbe's strives to be an inclusive school, engendering a sense of community and belonging. Pupils are grouped in classes according to age and classes are mixed ability. 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 SEND policy. Sometimes it may be appropriate to withdraw a pupil sensitively, to work individually or in small groups with a trained TA or other specialist teacher in order to acquire, reinforce or extend skills more effectively.

At present we offer additional support in the following ways;

*We offer a nurture group, Lunch time nurture club, SEAL small groups, social communication groups, SPIRALs language programme and Art therapy to support children develop their social and emotional skills.*

*We use intervention programmes including Oxford Reading Campaign, Reading Quest, Volunteer Reading Helpers (ARCH), 1:1 tuition, Reading for thinking, SPIRALs and other tailored programmes to support the development of language and literacy skills.*

*We offer 1-1 or small group support for pupils with gaps in their mathematical understanding tailored to individual needs.*

## **What expertise can we offer?**

All staff have had introductory training in Phonics, Team Teach behaviour management, Autism, Health & Safety and Safeguarding.

We have staff who have also received enhanced training in Autism, Hearing Impairment, Phonics, Physical Disabilities and Sensory Processing difficulties.

There are also members of staff who have trained at a specialist level in child psychotherapy, Phonics and Autism.

Teaching assistants are trained to support the particular needs of the children they work with and receive on-going support from relevant advisory teachers and the SENCo.

We have weekly TA briefings to update staff and termly TA training mornings with a specific focus.

We also have access to a range of specialist support services including;

Educational Psychology

Specialist Dyslexia teacher

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  
Autism outreach support teacher  
Complex Needs Support  
Play therapist  
Home, School, Community Link worker (school based)

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 is tracked throughout the school through formal and informal methods of assessment. We use local and national data to assess how well our children are achieving compared to others with SEND in other schools.

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.

We monitor the teaching and learning of children with SEND through focussed lesson observations, looking at children's work and observing interventions.

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 here on our school website.

### **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 young people when planning trips so that everyone is clear about what will happen. We organise additional support for children who may need it in order to attend after school or lunchtime activities.

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](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?**

The wellbeing of all our children is paramount. We listen to the views of children with SEND by involving them in their review meetings, sometimes by attending or by giving their views to a trusted adult to represent them and by meeting with groups of children to discuss what they find challenging and how well the support they receive helps them in school. We take bullying very seriously. We help to prevent bullying of children/young people with SEN by raising awareness of SEN and disability through assemblies and class based discussions and by following up incidents thoroughly.

## **Joining the school and moving on**

We encourage all new children to visit the school before starting and our staff arrange home visits. For children with SEND we arrange for staff to visit the child in their current setting at least once and we attend review meetings to be fully involved in the transition planning. In some cases we arrange for TAs to shadow one another to make the change as smooth as possible.

*We begin to prepare young people for transition into the next stage of their education by providing additional opportunities to visit their new school, inviting the school's SENCo to attend review meetings in the spring or summer term and working with children to understand their worries and provide support.*

## **Who to contact**

If you are concerned about your child please speak to their class teacher in the first instance. You can also contact the SENCo.

If you'd like to feedback, including compliments and complaints about SEN provision there is an opportunity through our annual parent questionnaire or by email to the school office. We aim to respond to any complaints within 3 working days.

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 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.