



## **Harwell Community Primary School SEN Information Report November 2017**

**Harwell School Vision:** At Harwell School our vision for your child is to help them to develop a love of learning, along with the skills and the ways of thinking to excel at whatever they choose to do in the future.

At Harwell School we recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential. We recognise that children are individuals, and that each one has needs special to him or her.

We aim to:

- Ensure that our curriculum is responsive to all children whatever their individual need
- Promote positive attitudes and individual confidence, ensuring all children experience success
- Identify, assess, record and regularly review pupils' special educational needs
- Encourage parents/guardians to be involved in planning and supporting at all stages of their child's development
- Make effective use of support services.

The Oxfordshire County Council Local Offer for Children with SEN and disabilities can be found at: <https://www.oxfordshire.gov.uk/cms/taxonomy/term/278> Information and Guidance/Points of Contact

### **Who should I contact to discuss the concerns or needs of my child?**

Harwell is committed to working in partnership with parents and will listen to any concerns parents may wish to raise. Please contact the school to arrange a meeting.

- Class Teacher: The first point of contact. They monitor the progress of each child and liaise with key staff about interventions needed
- Key Stage Leader - Ms Miller for KS1 and Mrs Shorter for KS2
- SENCO – Nicola Roberts
- Head Teacher – Bryn Gibson
- SEN Governor – Sue Greatbanks
- School Nurse – Naomi Hart
- Speech & Language Therapist – Jenny Burke
- Inclusion Consultant-(IC) –Rachael Falkner
- Home School Link worker-Matt Gavin

### **Assessment, Planning and Review/Partnerships for Progress**

*How does the school know how well my child is doing? How will I be kept informed about how well my child is doing? How regularly will I be updated on my child's progress? Will I know if my child is not making progress and what will happen?*

- Targets are set in reading, writing and maths for each pupil, which are monitored termly
- Class teachers take part in a pupil progress meeting each term to discuss the progress of each pupil. The rates of progress are monitored and those pupils not making the expected rate of progress are identified. Strategies will be put in place in order for the identified pupils to reach their expected outcomes
- Ongoing teacher assessment strategies are used to determine progress and attainment
- Diagnostic marking is used in literacy and maths and provides feedback to pupils to help them move on
- Parents are invited to parents' evening twice a year to discuss progress, attainment levels and expected outcomes, with the class teacher, and SENCO if appropriate. We also provide a written report in the Summer term with an opportunity for parents to discuss this as required
- Parents of children with SEN are invited to additional review meetings, where appropriate
- Children with EHC Plans have an annual review, where progress is discussed and targets set. Written reports are provided and sent out in advance. Children are invited to contribute to this review
- The targets of children with EHC Plans are reviewed termly and a record is sent to parents
- An annual report to parents/carers is written by the class teacher which details the achievements, strengths and areas of development in the different curriculum areas
- Additional support may be provided after discussions with key staff, parents/carers, pupil and where relevant, external agencies
- The school identifies the needs of SEN pupils on a provision map. This identifies all support given within school and is reviewed regularly, so that the needs of children are met, and resources are deployed as effectively as possible
- The school will seek external support/advice for children continuing to experience significant difficulty – this may involve an application for an Education Health and Care Plan assessment
- School staff may informally discuss progress with parents/carers as needed
- Governors are provided with attainment and progress information. They act as 'critical friends' and challenge staff to use their best endeavours to raise standards further

### **Curriculum and Teaching Methods** (including groupings / interventions)

*What is the curriculum and how is it taught? How will the curriculum be adapted to meet the needs of my child? How flexible can teachers be in meeting the needs of my child? Is there any additional support available to help my child reach his/her expected outcomes?*

- The National Curriculum is an entitlement for all children
- Class teachers are accountable for the learning of all children in their class and they ensure all children receive Quality First Teaching
- Teachers are skilled at adapting and differentiating the curriculum to take account of individual pupil needs
- Teachers are able to take into account different learning styles and use them to ensure they meet the needs of all the children in their class
- First hand experiences through visits are explored when topics are planned
- Grouping arrangements are organised carefully to maximise learning opportunities for all
- Additional adults may be used to support groups but independence is encouraged

- Children may be identified as benefiting from intervention programmes. Progress within these programmes is carefully monitored
- A range of intervention programmes in the areas of literacy, numeracy, language, social, emotional, and motor skills are available to support individuals and groups and there are staff trained to deliver them. The use of intervention programmes complements the Quality First Teaching that all children receive
- The effectiveness of the intervention programmes is monitored by assessing their impact. Intervention programmes are continually under review
- Advice from educational agencies such as Special Education Needs Support Service, Educational Psychology, Speech, Language and Communication Service, Behaviour Support and health agencies such as Speech and Language Therapy, Occupational Therapy and CAMHS may be sought

### **Access to Learning and the Curriculum**

*Are there any special features or strategies to help children learn? How do I know my child's particular need will be met?*

- Children identified as having an additional need will have an Individual Pupil Tracker which will outline how they learn best and strategies to support them to achieve their potential. It will also highlight support given to that individual child to enable them to both access and excel in their school life
- Teachers aim to take children's interests into account when planning their class projects
- Children receive feedback on progress through discussions with teachers and diagnostic marking in line with our Marking Policy. Children are expected to respond to teachers' comments and suggestions in order to move their learning on
- Children are taught to self-assess and peer-assess in line with our Marking Policy: tickled pink and green for growth
- Daily phonics lessons occur across Early Years Foundation Stage and Key Stage 1
- Lessons are differentiated to meet the needs of all learners
- Working Walls in classrooms support the learning of literacy and maths
- IT is used to support learning through stand-alone computers, chromebooks and peripheral devices such as bebots
- All classes are allocated a member of support staff
- Identified pupils may be allocated support staff
- Class teachers address misconceptions by circulating during lessons or by planning specific guided group work in order to address them
- External agencies can provide advice and may offer individual or group tuition depending on a pupil's individual need
- All classes have a visual timetable on display which details the daily planned activities. Some pupils have their own visual timetable
- The school's physical environment is accessible to all learners, including those with disabilities
- Reasonable adjustments are made to help pupils to learn. For example, some pupils may use special equipment such as pencils grips, sensory cushions and sloped writing desks
- Children may be identified as benefitting from social skills/ nurture time groups

### **Tests and Assessments: Access Arrangements**

*What arrangements are available for pupils to access tests and assessments? How will I know if my child qualifies for additional support or time to access tests?*

- Year 6 pupils may be assessed to determine whether individuals may qualify for additional time
- Some pupils for statutory tests access them in a smaller environment. Support for reading the questions in mathematics or punctuation and grammar tests may be sought. If appropriate, pupils may use a scribe to access tests in line with test guidelines
- The school makes use of and adheres to current access arrangements for Key Stage 1 and 2 statutory tests
- Class teachers will inform parents/carers whether their child qualifies for additional time to access tests
- Booster and target groups may be run throughout the school year

### **Social and Emotional Support**

*How does the school help my child to feel comfortable and safe and manage social situations? How does the school help develop my child's social and emotional skills? What is the school's policy on bullying?*

- All classes follow a structured PSHE (Personal, Social, Health and Economic education) structured through Family Links ([www.familylinks.org.uk](http://www.familylinks.org.uk)).
- Teachers identify children who would benefit from small/group interventions to develop their social and emotional skills –run by a trained ELSA (Emotional Literacy Support Assistant) and supported by the Didcot Partnership Education Psychologist
- Drawing and Talking, Drama and Art therapy is available on a referral basis
- Additional support for Speech and Language is offered through a qualified volunteer
- Groups to develop social skills and/enhance self-esteem
- Lunchtime and after-school clubs e.g. sports activities, computer, games
- Additional support for children who are struggling at playtime
- Home School Workers can offer transition passports, 1:1 support, nurture groups, home support, draw and talk therapy and counselling
- Visual timetables/symbols
- Anti-Bullying Policy and procedures – focus on vulnerable groups
- E-safety and cyber bullying is addressed at an age appropriate level
- Transition preparation

### **Accessibility to Premises and Facilities**

*What facilities are in the school to assist children with disabilities move around the building and take part in lessons? How do I know my child will be able to access all lessons?*

- The building and playground are accessible to wheelchair users
- Accessible toilet
- Awareness of sensory issues
- Reasonable adjustments are made by staff to ensure children with disabilities can access all lessons
- Trips will be planned taking into account the needs of children with disabilities
- Transition preparation

### **Working with others**

*Who does the school work with? How does the school work with other agencies? How will I be informed?*

Harwell works with a number of services including:

- Speech Language and Communication Needs Service
- SENSS
- Special Educational Needs (SEN) Team
- Special Educational Needs and Disability Advice and Support Service (SENDIASS)
- Occupational Therapy
- School Nurse
- Child and Adolescent Mental Health Service
- Children's Services
- English as an Additional Language Service
- Voluntary services
- Young Carers
- The SENCO liaises with class teachers, and parents to prioritise referrals to these services.
- Referrals to services may also come about following pupil review meetings.
- Staff (usually the SENCO or class teacher) discusses the referral to a service with parents/carers
- Parents views will be sought and they may be invited or can request to meet with the service
- Reports and recommendations are shared with parents and expected outcomes and strategies to meet those outcomes are planned

### **Transition**

*How will the school help my child settle with confidence and manage change as they move between schools and year groups?*

Early Years Transition:

- SENCO or Foundation Stage class teacher attend transition meetings for pupils with SEN making the transition from Nursery to Reception. In the Summer Term Nursery have several transition visits to Foundation
- Foundation staff aim to visit each child in their home environment in the summer term
- Parents are invited to a pre-admission meeting

Moving on at Year 6:

- Key staff from the secondary school visit Harwell to speak to the Year 6 pupils transferring to their school
- All pupils in Year 6 are invited to familiarisation days at their secondary school. Children are prepared for the visit and given information in advance as necessary
- Additional visits to the secondary school may be arranged for individuals or groups as needed
- Transition arrangements are planned at Year 6 Education, Health and Care Plan reviews. Secondary schools are invited to attend
- SENCO attends Year 6 to Year 7 SEN transfer meeting
- Use of social stories/transition books
- A planned programme of transition, which may include mentoring to help prepare children
- Class teacher/ SENCO meets with key staff from new school

- One page profiles/communication passports for identified pupils are written for pupils to share with secondary schools
- Information transferred in advance of move

#### Moving Schools:

If your child is moving to another school we will aim to:

- Contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child
- Make sure that all records about your child are passed on as soon as possible
- Make a transition book/social story for them if we feel it will help to prepare a one page profile for the new school

If your child joins us from another school we will:

- Contact the school SENCo to find out any special arrangements or support that needs to be made for your child
- If your child receives 1:1 support, we will ask to speak with the relevant individual
- Meet with parents to discuss any concerns and plan any support
- For service children a 'passport' will be completed to help the child get settled into our school and for us to learn about them.

#### Moving Classes:

- A hand over meeting will take place between the present and the new teacher
- Several transition visits to new classes are planned, at various times of the school day, in the second half of the summer term. Identified pupils have a number of additional visits to the new class
- Social stories and transition books for children who would benefit
- Meet the teacher meetings take place early in the autumn term which give a chance for parents to find out about arrangements for such things as homework, the curriculum topics and reading expectations

#### **Other Relevant Policies:**

- Inclusion policy
- Behaviour policy
- Anti-bullying policy
- Equality Policy
- Access plan



