
Oakhurst Primary School Annual SEND information Report Academic Year 2019-2020

Head Teacher: Mrs Lizzie Christopher

SEND Governor: Mrs Lizzie Fewings

Special Educational Needs & Disabilities Co-ordinator: Miss Laura Manchester

Context

Schools are required to report to parents and governors on the provision for Special Educational Needs and Disabilities (SEND) and implementation of their disability equality scheme.

The Special Needs Code of Practice 2014, which applies across the country, underpins the school's SEND policy. The Code describes a graduated approach which recognises that children learn in different ways and can have different kinds of Special Needs and/or Disabilities (SEND). It sets out the processes and procedures that all organisations should follow to meet the needs of children. There are two recognised levels of support within the Code of Practice 2014:

1. SEN SUPPORT in which support is planned for and provided within school. Advice and support of outside agencies may be used to identify and meet the needs of individual children within this level. The category of need can be seen on the SEND register which is updated each term and on the My Plans which are written by class teachers for each child on a termly basis.
2. EDUCATION AND HEALTH CARE PLAN (EHCP). If further support is required the school may request a statutory assessment of Special Educational Needs, which may result in an Education and Health Care Plan being issued to the child. The EHCP replaces the Statement for Special Educational Needs. Children who have a Statement for Special Educational Needs remain with this document until the Education Authority convert it to an EHCP.

Children with SEND all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need additional or different support from that given to other children of the same age. This is the same in all schools.

The Special Needs Code of Practice came into force in September 2014; the Special Needs and Disabilities Co-ordinator (SENDCo) and SEND Governor have worked together to ensure that Oakhurst is adhering to this statutory document.

SEND at Oakhurst 2019 – 2020

Oakhurst is a mainstream Nursery and Primary School, catering for children from aged 3 through to age 11. There is no specialist resource provision available but Oakhurst is able to include a wide range of additional needs within the mainstream provision. During the past academic year, the additional needs that have been supported are: Profound and Multiple Difficulties, Specific Learning Difficulties, pupils on the Autism Spectrum Continuum, Attachment Disorders, Social and Emotional Difficulties, Visual Impairments, Hearing Impairments, Learning Difficulties and Attention Deficit and Hyper activity Disorder (ADHD) and Attention Deficit Disorder (ADD).

SEND Pupil Numbers

At the end of the academic year 2019 – 2020 there were 67 children on the SEND register, which was 12.4% of the school population of 452 pupils. This is below the national average of SEND pupils in a Primary setting of 13.8%.

SEND Profile by Year Groups last year

	N	FS	1	2	3	4	5	6
SEN Support	2	2	6	7	6	8	11	13
EHCP	0	1	2	2	3	1	2	1

Trends

The number of pupils on the SEND register increased from 56 pupils in July 2019 to 67 pupils in July 2020. This increase is due to both the SENCO focusing on the early identification of pupils with SEND and a higher number of children joining Oakhurst with a Special Educational Need. Oakhurst had 12.2% of children receiving SEN Support which is below the national average of 12.6%. The number of children with an Education Health Care Plan has decreased from 13 to 12 which was 17.9% of our SEN pupil population. In 2019, the national average for children with an EHC Plan in a mainstream setting was 1.6%. Oakhurst had an intake of 2.56% of children with EHC Plans and therefore takes us above the national average. The biggest increase in SEN identified since the last report was in Year 4 where 4 children were added. This is because we had 3 new starters, all of whom arrived at the school already on the SEN register. We also had an increased intake of SEN in Nursery and Reception since the last report. Nationally, it has been noted that there has been an increase in the identification of SEN for the third consecutive year.

Progress of Pupils with SEND

We currently use a variety of procedures to track pupil progress throughout the year. This enables us to



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monitor the progress individuals are making and set targets for individual children. The following assessments and procedures are used in school:

- EYFS baseline and profile (progress checked regularly)
- Year 1 Phonic Screening Check
- SATS – Year 2 and 6
- Online Tracking System
- Daily teacher assessment for learning in writing, reading and mathematics
- Pupil Progress meetings (times a year), led by a member of the Senior Leadership Team
- PM Benchmark (Reading)
- Phonics assessment and checks
- Specific learning assessments i.e. BPVS and PHAB, carried out by the EP
- Ongoing class tests to assess progress and gaps in learning
- New My Progress Plan Assessment Grid
- My Plan Journals to document small step progress towards targets
- Intervention Provision Map

The SENDCo is informed of the progress of individual SEND pupils and those pupils who are causing concern, from either the Pupil Progress Meetings or any of the above assessment procedures. Individual pupil progress, needs and support is followed up in meetings between the class teacher/s and SENDCo. If necessary, the core standards will be implemented by teachers to identify where the need or barrier to learning presents itself and a My Progress Plan is drawn up and shared with parents/carers and the child. My Progress Plans are written and reviewed up to 4 times per year and focus on the targets which will have the greatest impact on the pupil's development. Teaching assistant time is effectively deployed to meet the needs of identified pupils in each class and year group via the use of provision maps. The SENDCo regularly checks that the written provision maps are being used for day to day provision for the named pupils. The impact of the provision is monitored via termly My Progress Plan reviews, the Pupil Progress meetings, SENDCO surgery sessions, during class teaching and intervention sessions. Teachers and teaching assistants are encouraged to discuss pupil progress and provision at any time with the SENDCo. The SENDCo regularly arranges meetings with teaching staff and outside professionals, especially the Educational Psychologist and the Speech and Language Therapists to discuss the progress of individual children who are either SEN Support or have a Statement for Special Educational Needs/EHCP.

Staff Development in SEND 2019/20

The SENDCo will identify areas for progression where staff can develop their skills and expertise, known as Continual Professional Development (CPD). The SENDCo identifies these needs through observations, discussions and supervision. CPD can be delivered through training, working alongside peers or sharing of knowledge. This year staff have had:

- Staff meetings planned and hosted by the SENDCo
- SENDCo Cluster meetings to share good practice, experience and have additional outside CPD.
- Regular monitoring of My Plans and meetings with staff from the SENDCo to provide support and advice.
- SENDCo drop in times where staff can discuss children and gain advice for pupils in their class.
- Ongoing support with interventions
- The introduction of Supervision meetings for all staff carrying out pastoral interventions and staff whom work with high needs pupils

- Regular TA meetings
- Specific training for individual TA's to enable the delivery of high quality interventions
- ELSA Supervision
- Team Teach Training
- Staff have experienced working in the SEN hub over lockdown and developing different teaching and learning styles in a different context
- SENDCo carried out some well-being sessions for the TA's

Future training plans include:

- Team Teach refresher
- New core standards to be fully embedded
- De-escalation training
- Life after P-Scales
- New tiered Graduated Response
- Dyscalculia Training
- Attachment Disorder Training
- SENDCO to ensure that all pupils who are below on the Insight Tracker are tracked on a My Progress Plan so progress can be measured more effectively – SENDCo to scrutinise the My Plan Journals to ensure progress is made for the most vulnerable pupils.

Provision

All children receive their entitlement to 'Quality First Teaching'. Intervention support for children who are on the SEND register and who have My Plans is often delivered by a range of adults, including teaching assistants. A child who has an EHCP may have a named person/TA who works to support them in school. The SENDCo supports and monitors this provision. Where possible, all children are included in all activities run by the school, including day and residential trips and extra-curricular activities. Where needed, adjustments are made to the curriculum and equipment is provided to enable all children to access all learning opportunities. Provision for children on the special needs register includes: Writing, reading and maths interventions, Fine and gross motor, speech and language groups and specialised programs such as ELSA Emotional Literacy, Drawing and Talking, Lego Therapy and Socially Speaking groups.

Children and families have access to our Pastoral Support Workers, Designated Safeguarding Lead and SENDCo.

Provision for children with more significant special educational needs includes support from the following outside agencies:

- Speech and Language Therapy
- Targeted Mental Health Services (TAMHS)
- Educational Psychologist
- Nyland Behaviour Support Outreach Team
- Autistic Spectrum Continuum outreach team
- Specific Language Disorders Team (SPLD)
- School Nursing Service
- SENDIASS (Special Educational Needs and Disability Information and Advice Support Service)
- SAMs (Swindon Advocacy Movement)



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- Community Paediatricians
- Physical Disability Teams – visual impairment, hearing impairment and physical disability needs
- SENAT (Special Educational Needs Advisory Team)
- Virtual School (for children who are looked after by the local authority)
- Education Welfare Officer

The school also holds regular Early Help Record or Team Around the Child meetings to co-ordinate the range of professionals involved in particular children/families and move the identified issues forward.

Provision for pupils who have physical disabilities

Our school has lift access to the second floor. Our corridors are wide to allow easy access of movement around the school and furniture in classrooms can be arranged to allow easy access. There are three disabled toilets in the building. All children are treated according to their needs in line with the school's Accessibility Plan. The needs of all children with a physical difficulty are being met.

Funding

The school receives funding which reflects the needs of the SEND pupils in the school. Twelve children are in receipt of funding to meet their particular needs as approved by the Special Educational Needs Assessment Team (SENAT). The funding for these children is used to maintain and train teaching assistants and buy resources in order to meet the needs of these specific children. Other SEND funding is used to employ and train additional teaching assistants, buy resources and buy the outside professionals who are needed to come into school to assess pupils and provide advice.

The traded services we bought into in 2019 – 2020 were:

The Educational Psychologist Service

Educational Welfare Officer

Social, Emotional and Mental Health Team

Speech and Language

Targeted Mental Health Support

Parent/Carer involvement

Parents/carers are involved in their child's education and SEND provision through:

- On-going informal discussions with the class teacher.
- Target review meetings

- Twice-yearly parent's evenings
- Meetings with professional agencies if a referral has been made
- Early Help Record/Team Around the Child meetings if appropriate
- Meetings, support and advice from the SENDCo if required.
- Annual Review meetings if the child has a statement or EHCP where parent/carers will be invited to submit a report and also be fully involved in contributing to the meeting.

Parents are aware of the support and advice available to them from Swindon Borough Council through their website; My Care My Support. The contact details for support services for parents, such as SENDIASS (Special Educational Needs and Disability Information and Advice Support Service) and SAM (Swindon Advocacy Movement) can be found on our school website.

Complaints Procedure

If a parent/carer has a concern or complaint regarding SEND at Oakhurst, the following procedures are followed:

- Initially discuss the concern with the class teacher.
- If this proves unsuccessful, the matter should be discussed with the SENDCo and/or Head Teacher.

Should the matter still be unresolved the parents /carers should detail their concern in writing to Mr Dougal Prophet; the governor responsible for SEND who can be contacted through the school office.

Pupil involvement

The Code of Practice 2014 is centred around the pupil voice. We have continued to work on establishing this at Oakhurst. Staff share individual targets with each child at the start of each term and teachers remind pupils of these in lessons. The SENDCo has begun looking at other ways to start sharing targets with children so they can take more ownership of their learning and have access to their targets during lessons. As a result, My Plan Journals have been introduced where pupils are able contribute to their plans as much as possible. Where appropriate individual children have attended their Annual Review meeting for their EHCP and some children have attended Early Help Record meetings. These meetings have been very successful and having pupil involvement at such a specific level has enabled staff, outside professionals and parents/carers to gain useful insights into how best to support that individual child in the future. We will continue to embed and build upon this in the forthcoming year. We also ensure that children are given a voice in procedures such as EHCP reviews/applications by asking them to complete a report on themselves based in a very child friendly way where they will work with a trusted adult to highlight their strengths, things they enjoy and what they find difficult. This again gives staff a valuable insight and makes the process more child-centred.

Policy

The SEND policy is due to be reviewed in January 2021. The policy is on the school's website. Oakhurst's SEND offer links with the Swindon Borough SEND offer. There are direct links to the Swindon's Local Offer from the Oakhurst SEND page.

Transfer of pupils

For secondary school transfer, the relevant school contact the SENDCo and year 6 teachers to arrange a meeting and transfer of documents. All files are transferred to the relevant schools and in certain cases, special arrangements are made for additional transition days or sessions.

SEND pupils who are transferred to another primary have all relevant documents sent to the new school and a telephone call is made by the class teacher (or SENDCo where necessary) to ensure a good transition.

When a pupil with SEND is admitted into Oakhurst, the class teacher and/or SENDCo will contact the former school to ascertain the pupil's individual needs and previous provision. The class teacher, SENDCo and parent/carer will then meet to discuss the provision that will be put in place, individual targets and any additional needs, including the need for an Early Help Record. This takes place within the first term of the pupil's admission.

Laura Manchester

SENDCo

November 2020