



Special Educational Needs Information Report 2022-23

Leaffield C.E. Primary School

The SEN Information Report is based on the requirements set out in [schedule 1 of the Special Educational Needs and Disabilities \(SEND\) Regulations 2014](#) and [paragraphs 6.79-6.81 of the SEND Code of Practice](#).

Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy, which can be found on our school website.

If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

Date the SEND policy was agreed by Governors: January 2021

Next review date: January 2024

1. The kinds of special educational needs that are provided for at our school

Leaffield C.E. Primary School is an inclusive mainstream school. We fully comply with the requirements outlined in the Special Needs Code of Practice (2014). Staff have training and experience to be able to meet the needs of learners who may have difficulties with:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and /or Physical needs

Children on our current Special Educational Needs (SEN) register have needs in some or all of the four areas listed above. We will always make reasonable adjustments to our practices in order to comply with the Equality Act of 2010 (e.g. providing an additional adult to accompany a child on an out of school visit.)

We ensure that the teachers and teaching assistants have the skills that they need to teach the range of SEND in their class through teacher training and professional development using in school and external professional development. This year, whole school training has been delivered on Autism.

Our school's Special Educational Needs Coordinator (SENCO) is supported by the ODST SEN Advisor as well as other external agencies who offer specific skills and expertise in managing pupils who require support with their social, emotional, and mental health needs. Below is a list of professionals and organisations we collaborate with in your school:

- Speech and language therapists

- Educational psychologist
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

The school works with a range of professionals to ensure that our children have the best provision possible to meet their needs in all four areas. We ensure that the teachers have the skills that they need to teach the range of Special Educational Needs and/or Disabilities (SEND) in their class through teacher training and professional development from our in-school team, such as the SENCo, and from a range of outside agencies from education, health and social services.

2. Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCo.

As an inclusive school community, we know and value all of our children. The first response of support is high quality targeted teaching by the class teacher. Where progress continues to be less than expected the class teacher will discuss their concerns with the SENCo.

In deciding whether to make special educational provision, the teacher and SENCo will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This information gathering will include an early discussion with parents/carers and where appropriate the child.

There begins a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited and revised. This leads to a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles. If the support needed can be provided by adapting the school's core offer then a child might not be considered SEN or placed on the SEN register.

If, however, the support required is different from or additional to what is ordinarily offered by the school, the child will normally be placed on the SEN register at "SEN Support". The school will then seek to remove barriers to learning and put effective special educational provision in place. If your child does need SEN support, their name will be added to the school's SEND register, and the class teacher will work with you to create a Pupil Profile for them. Particular care is taken when identifying and assessing SEN for children whose first language is not English. Further details can be found in the school's SEN policy which can be found on the school website.

For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.

Parents are encouraged to speak to the class teacher and SENCo about any concerns they have regarding their child's needs. The SENCO is Letitia Merry and can be contacted on the school's telephone number 01993 878 273 or via email: senco@leaffield.oxon.sch.uk

Her SENCo management time – when she is not based in the class - is Tuesday and Wednesday afternoon. Due to classroom teaching commitments, she cannot respond to emails immediately.

3. Arrangements for assessing and reviewing pupils' progress towards outcomes

We have rigorous ongoing teacher assessments and termly pupil progress meetings with members of leadership team to identify those pupils making less than expected progress. These assessments include a range of processes for teachers to gather information including formalised assessments, the pupils work, observations, discussion with pupil and the parents/carers.

For pupils on the SEND register, outcomes and targets are set on the Pupil Profiles, and these are discussed with the pupil and their parent/carer at least three times a year and targets, provision and outcomes are adjusted as necessary. The SENCO may also attend these meetings to provide extra support.

4. Arrangements for consulting with parents of children with SEN and involving them in their child's education

We operate an open-door policy where parents are strongly encouraged to come into school to speak to the class teacher or the SENCo if they have concerns about progress or SEN provision for their child. We share feedback about the children's learning on an ongoing basis with parents and formally at the termly parents' consultation meetings and/or SEN reviews. At these meetings we share next steps in learning and also discuss ways in which parents can support their child's learning at home. General information regarding the curriculum and learning is available on the school's website.

5. Arrangements for consulting pupils with SEN and involving them in their education

Pupils are consulted formally three times a year as part of their SEN review where we update the child's pupil profile and this is shared with parents. Class Teachers engage pupils in discussion about their learning regularly and a reflective and evaluative approach is encouraged based around the pupil's skills and interests.

Termly pupil progress meetings in school include the leadership team and progress is measured against national data and based on age and starting points. Termly reviews and target setting meetings are planned to coincide with parents' evenings and/or SEN reviews where possible. Some children may need more frequent reviews or at times to coincide with assessments from outside agencies. We use a four-part cycle of assess, plan, do, review through which earlier decisions and actions are revisited, refined and revised. This leads to a growing understanding of the pupil's needs and what helps them to make progress and secure good outcomes. This is known as the graduated approach. Discussions will include what each stakeholder can do in order to make a positive contribution. The class teacher and SENCo are available to advise parents/carers on how they can positively engage in their child's learning and all-round development. A strong home-school working relationship, with the child at the centre of the process, is key to our whole school approach to SEN.

6. Arrangements for supporting children in moving between phases of education.

We aim to ensure all learners and their families feel welcome and to quickly become part of our school community. We work closely with parents/carers to personalise arrangements for each child to ensure transition is as smooth as possible. Our pupil records detail what strategies help a child to learn and this information is passed on at transition. We have very good relationships with our local primary and Infants and secondary schools and staff visit to meet pupils and share information. The children also have the opportunity to visit us as a new school, or new schools that they are transferring to. Where necessary, staff make additional visits to schools with individual children to alleviate anxieties. Parents are invited to discuss choices for schools. For children with an Education, Health and Care plan the Y5 annual review meeting is

used to discuss options for the change of setting into secondary provision.

To help pupils with SEND be prepared for a new school year we:

- Schedule lessons with the incoming teacher towards the end of the summer term
- Provide opportunities for the child to see what their new environment will look like, they may take home a photograph or plan of what their new spaces will look like
- Provide opportunities for the child to say goodbye to their current teacher
- The final SEN review will focus on transition and this will be discussed with parents

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. The SENCO will ensure that all SEN paperwork is shared securely and swiftly and that there is a sufficient handover. Many of the above strategies used to support between year transitions may also still apply for between school transitions. Where possible, the two schools will work together to organise visits and information sharing.

Between Phases

The SENCO of the receiving school will come into our school for a meeting with our SENCO and/or the Class Teacher. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition to secondary school by:

- Practising with a secondary school timetable
- Extra meetings with secondary teacher
- Extra visits to the new setting

7. The approach to teaching children and young people with SEN or disabilities

Every teacher is a teacher of every child including those with SEN. We believe that all children have the right to a broad and balanced curriculum. High quality teaching, differentiated for individual pupils, is always the first step in responding to pupils who have SEN. All staff members are committed to creating an inclusive learning environment in their classrooms believing this to be the key to ensuring children with SEN and/or disabilities are making good progress and eliminating underachievement. We also recognise there are times when some children require a more personalised curriculum and support in a quieter work space free from distractions. Every child, including those with SEN, is an individual and is treated as such. Support and intervention for children on the SEN register is planned to meet their individual needs. We take a holistic view to supporting children with SEN, encouraging participation in the wider school curriculum. We work alongside other agencies to provide support for those children whose needs require multiagency partnerships. Support in school can take many forms such as adult support in class, additional resources, access to IT or supporting the use of auxiliary aids.

The school will ensure that pupils with disabilities have incisive access to the curriculum and the school building and environment. We will ensure that steps are taken to prevent disabled pupils from being treated less favourably than other pupils. This will include meetings with relevant outside agency professionals, discussions with the child and parents or carers.

Necessary additional resources and equipment such as auxiliary aids and services will be sought.

8. How adaptations are made to the curriculum and the learning environment of children with SEN

All teachers match the tasks, support and resources to the differing needs of the children. All our teachers are clear on the expectations of quality first class teaching. This is monitored by the leadership team and the SENCo. Where appropriate the curriculum is personalised and individual learning targets are set.

9. Additional support for learning that is available for pupils with SEN

Teachers plan lessons to accommodate differing learning styles and to engage auditory, visual and kinaesthetic learners. When a child with complex SEN needs meet the criteria of disability the school will comply with its duties under the Equality Act 2010. Reasonable adjustments will always be made to enable access to all areas of the school curriculum for pupils and their parents/carers with a disability (e.g. adapted seating in the classroom). Where there are concerns of safety and access, further consideration is given to planning for an activity and where applicable parents/carers are consulted and involved. If necessary additional staff members are provided to ensure SEND pupils can be included and risk assessments are carried out. We have an Accessibility Plan and the school aims to improve access over time. We value and respect diversity in our setting and do our very best to meet the needs of all our learners and their families.

10. The expertise and training of staff to support children with SEN, including how specialist expertise will be secured.

We have staff who are trained to deliver evidence-based interventions to support children in reading, writing, maths as well as Emotional Literacy support, Play therapy. Additional programmes recommended by external agencies are also in place to support social skills, handwriting and fine motor skills where needed. Where it is deemed that external support is necessary we discuss any referrals with parents in the first instance and only proceed with parental consent. In addition, the school accesses advice from, the Educational Psychology service, the SENSS Communication and Interaction Support Team, Hearing Impairment and Physical Disabilities team, Occupational Therapy service and Speech and Language Therapy service.

11. How equipment and facilities to support children and young people with SEN will be secured

When needed, and through consultation and support from the appropriate outside agency professional service, additional equipment and/or facilities will be sourced for children. These resources will be dependent on the need of the child, and the school will work hard to remove any physical barrier to learning and gather equipment necessary to support access to the school and education. These resources could include noise cancelling headphones, writing slopes, pencil grip adaptations, use of ICT, reading frames etc.

Additional Funding or an Education and Health Care Plan will be sought if spending to meet the need of the child exceeds the SEND allocated budget. The School Business Manager, Governors and the school's SENCo monitor the budget for SEN provision closely to ensure the best use of resources.

12. Evaluating the effectiveness of the provision made for children with SEN

The head teacher and the leadership team regularly monitor and evaluate the quality of provision for all pupils. The SEN governor meets the SENCo termly and visits the school regularly. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEN provision on the progress and outcomes for children on the SEN register is measured through:

- Analysis of pupil tracking data and test results at pupil progress meetings
- Progress against national data

- How children progress in interventions groups
- Progress against individual targets
- Pupils' work and interviews

Each year we review the needs of the cohort to see if there is a change in the overall make-up of the school. Decisions are then made as to whether any changes to provision or support need to be made.

13. How children with SEN are enabled to engage in activities available with children in the school who do not have SEN

We are committed to giving all our children every opportunity to achieve their potential and develop as well-rounded individuals. We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement in the wider curriculum are reviewed with discussions on what can be done to overcome these. We always make reasonable adjustments so that all learners can join in with activities regardless of their needs. The head teacher monitors attendance at after school clubs and pupils with SEN are actively encouraged to choose a club.

14. Support for improving emotional and social development.

The children's well-being is at the heart of everything we do. The needs of all children are known by staff who are able to provide an extremely high standard of pastoral support. The school's Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and adhered to by all staff. We have a zero-tolerance approach to bullying (Behaviour Policy/Anti-Bullying policy) in our school and will address the causes of bullying as well as the negative behaviours. We regularly monitor attendance and take the necessary actions to help improve both attendance and punctuality.

The school has additional Higher Level Teaching Assistants, who focus on intervention for pupils who require support with their social, emotional and mental health. They work closely with class teachers and the senior leaders to offer additional support for children in class and in intervention and links directly with parents and carers.

Additional support available to those who need support with their social, emotional or mental health:

- Emotional literacy intervention
- Friendship groups
- Social groups
- Break and lunchtime support
- Wellbeing check-ins

15. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's SEN and supporting their families.

The SENCo attends annual multi professional planning meetings to discuss school priorities and how other professionals can help to support pupils with SEN. When specialist support is required, beyond that which the school is able to offer, an individual referral will be made where necessary. In these cases, parents will be consulted and consent sought. We have established relationships with a range of professionals in health and social care. These include educational welfare, school nurses, social workers, behaviour support services and educational psychologists.

We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement with learning. When Looked after Children attend our school, we do our utmost to ensure they fulfil their potential. We work alongside the virtual school for Looked after Children, attend review meetings with social services and maintain a Personal Education Plan

(PEP).

Parents also have access to Oxfordshire Councils Local Offer, which is an online resource that details services, support and guidance available to children and young people with special educational needs and disabilities (SEND) aged 0-25 and their families. Please see the link below:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>

Additional external support services for parents/carers of pupils with SEND:

- Impartial advice can be sought from SENDIASS Oxfordshire (formerly Parent Partnership Service) contact <http://schools.oxfordshire.gov.uk/cms/content/sendiaass-oxfordshire-formerly-parent-partnership>
- If you'd like to know more about opportunities for children and young people with SEND and their families, support groups or information about SEND 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. <https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>

16. Arrangements for handling complaints from parents of children with SEN about the provision made at the school

We urge Parents/Carers with any concerns regarding the SEN policy or the provision made for their child to speak to us as soon as possible. In the first instance, please speak to the class teacher. A meeting may then be arranged with the SENCo. If Parents/Carers feel their child's needs are still not being met they should make an appointment to see the Head Teacher.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. For further guidance, please see the School's Complaints Policy, on the school website.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

Admission

Exclusion

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the Local Authorities' local offer:

[Special educational needs and disability: The local offer | Oxfordshire County Council](#)

There is a local special educational needs and disabilities information advice and support services (known as SENDIASS). SENDIASS Oxfordshire works within the bounds of the legislation, guidance and quality standards to ensure it provides impartial information, advice and support to parents and carers of children with SEND, and children and young people themselves through the CHYPSS (Children and Young People's Partnership Service) element of SENDIASS. It promotes partnership between parent and carers, Children,

Education and Families Services, schools and other agencies. Information can be found here: [SENDIASS Oxfordshire | Information, advice & support in Oxfordshire \(sendiass-oxfordshire.org.uk\)](https://sendiass-oxfordshire.org.uk)

National charities that offer information and support to families of children with SEND are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

18. Glossary

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision which meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages

References

- Schedule 1 of The Special Educational Needs and Disability Regulations 2014. [The Special Educational Needs and Disability Regulations 2014 \(legislation.gov.uk\)](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)
- The SEND Code of Practice (January 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Supporting pupils at school with medical conditions Sept 2014. <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

This SEN information report will be reviewed by the SENCo **every year**. It will also be updated if any changes to the information are made during the year.
It will be approved by the Local Governing Body (LGB).

This policy links to our policies on:

- SEN Policy
- Accessibility plan
- Behaviour and Engagement Policy
- Equality information and objectives
- Supporting pupils with medical conditions