



Special Educational Needs and Disabilities (SEND) Information Report 2024

What is meant by “Special Educational Needs?”

A child or young person (CYP) has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A CYP is considered to have a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of others of the same age. **OR**
- Have a disability which prevents or hinders them from making use of educational facilities of a kind general provided for others of the same age.

(Code of Practice 2014)

How do you go about finding out if my child has SEND?

This school believes that high quality teaching that is appropriately differentiated for individual pupils is the first step in responding to possible special educational needs. Progress is reviewed every term using a variety of assessments and this data is analysed by the Headteacher and Senior Leadership Team (SLT) to review individual pupil progress and shape teaching that plans for their next small steps. Identifying needs early is key. The insight of parents and the pupils themselves is also a necessary and important part of the assessment and planning progress.

What happens if my child is not making the same progress as other children?

If the school has concerns that a child is finding certain aspects of learning hard then we will bring together all the information needed to get a more detailed picture of the child's needs. The school uses Oxfordshire County Council's "Identifying and Supporting Special Educational Needs" handbook (2014) as a way of helping to identify SEND and determine what level of support should be expected. This is intended to help all schools have the same approach, wherever they are in Oxfordshire, and covers the four broad areas of SEND:

- Communication and interaction needs
- Cognition and learning needs
- Social, emotional and mental health needs

- Sensory and/or physical needs

For pupils that need SEND provision, the school operates a graduated response to their needs.

This acknowledges that some CYP will benefit from specific support from school or external agencies and as such will be categorized as requiring SEND support. They will be placed on the school's SEND register, which is monitored centrally by the local authority.

What support is available for a child with identified SEND?

This will vary depending on the child's needs, but could include:

- Use of individual, pair and small group activities to teach specific skill.
- Access to suitable individual or small group intervention programmes.
- Models, images and multisensory resources to promote understanding.
- Any adaptations needed to the physical environment to help with access to learning.
- Access to The Nest our alternative provision classroom

What specific resources does this school offer?

A range of support is available.

Communication and Interaction

- Spirals programme (language and social skills group)
- Teddy Talktime and Talktime (small group programme)
- Talk Boost (group speech and language support programme)
- Talk About: Friendship Skills (small group programme)
- Language for Thinking (1:1 programme)
- Attention Autism (small group programme)

Cognition and Learning

Literacy:

- Read Write Inc. phonics (individual or group)
- Rapid Reading (individual reading)
- Write from the Start (individual handwriting)
- Precision teaching (individual word reading)
- ARCh reading volunteer (1:1 reading support)
- Get Spelling

Mathematics:

- Numicon materials (individual programme)
- First Class @ Maths (KS1 group programme)
- Catch-Up Maths (KS2 1:1 programme)

Social, Emotional and Mental Health

- Individual behaviour plan or pastoral support plan
- Zones of Regulation (group or 1:1 programme)
- Socially Speaking (small group programme)
- 1:1 therapy with our Pastoral support assistant

Sensory and/or Physical

- Disabled toilet, shower and changing facility
- Single-storey fully accessible building
- Sound boards in every classroom
- Adaptation of resources or tasks as needed

What specialist expertise does the school have access to?

There are members of staff within the school who have specific expertise in SEND and who are trained to support children and deliver particular intervention programmes.

Additionally the school is able to draw on the services of a range of external professionals including:

- Educational Psychologist (*Directed by the Local Authority to carry out statutory work*)
- Special Educational Needs Support Service (SENSS). *This includes the Physical Disability Team, Visual Impairment Team, Hearing Impairment Team, Communication and Interaction Team, SEN ICT and Augmentative and Alternative Communication Team*
- The Integrated Therapies Team. *This includes Physiotherapy, Occupational Therapy and Speech and Language Therapy.*
- School Health Nurse
- Health visitors
- PCAMHS (*Primary Child and Adolescent Mental Health Service*)

Parents/carers can access a wider array of services by searching through the Local Authority's Local Offer <https://www.oxfordshire.gov.uk/localoffer>

How are pupils with SEND helped to access activities outside of the classroom?

All pupils are included in activities and visits following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning visits so that everyone is clear about what will happen.

How is a pupil with SEND monitored to ensure they are making progress?

All pupils on the SEND register will have an individual Pupil Profile that clearly states strengths and weaknesses and the relevant strategies and interventions needed to work towards achieving personal outcomes. These pupil profiles are reviewed and updated

with parents and pupils three times a year and the rates of progress made will inform what the next steps will be in their learning.

The school also monitors the equality and effectiveness of individual and group interventions by scrutinising practice through lesson observations and provision management of intervention plans.

Who is responsible for SEND in the school?

The management of SEND is the responsibility of the SENCo. She works with teaching staff to manage and monitor provision for children with SEND.

The SENCo is Mrs Helen Mee. She is in school on Mondays, Wednesdays and Thursdays, she may be contacted via her e-mail or the school office:

hmee@hook-norton.oxon.sch.uk Telephone: 01608 737379

The school governor with responsibility for SEND is Mrs. Helen Lewis. The SEND governor regularly meets with the SENCo and reports back to the full governing body.

The school's SEND policy can be found on the school website.

If I have a concern regarding SEND, who do I go to?

In the first instance it is always best to discuss any concerns you have about your child with their class teacher. If issues remain unresolved, then the matter should be referred to the SENCo.

What is an Education, Health and Care Plan (EHCP)?

An education, health and care (**EHC**) **plan** is for children and young people aged up to 25 who need more support than is available through special educational needs support. **EHC plans** identify educational, health and social needs and set out the additional support to meet those needs. The creation and delivery of an ECHP will be led by the Local Authority with input from medical professionals and social care teams where appropriate, with schools developing and reviewing plans and provision with parents.

Web Links

There are useful web links available through the school website.

Oxfordshire County Council Local Offer: Where to go to find out what's available locally for children and young people with SEND and their families.

<https://www.oxfordshire.gov.uk/localoffer>

Special Educational Needs and Disabilities Information and Support Service (Sendiass): support for parents of children and young people with SEND.

<https://sendiass-oxfordshire.org.uk/>

Tel: 01865 810516 Text: 07786 524294

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