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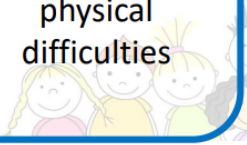
What are the four broad areas of Special needs that we may deal with at Oundle CE Primary School?

Cognition and
Learning
e.g. dyslexia

Communication
and Interaction
e.g. ASD,
Speech and
Language
difficulties

Social,
Emotional and
Mental Health
e.g. ADHD,
Attachment,
Anxiety

Sensory and/or
physical needs
e.g. visual or
hearing
impairment,
physical
difficulties





1. Policies for identifying SEN –aiming high for our pupils

The SEND Code of Practice 2015 states that a child has SEND if

- They have a learning difficulty or disability which calls for special educational provision to be made.
- If they have significantly greater difficulty in learning than the majority of others the same age.
- Has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

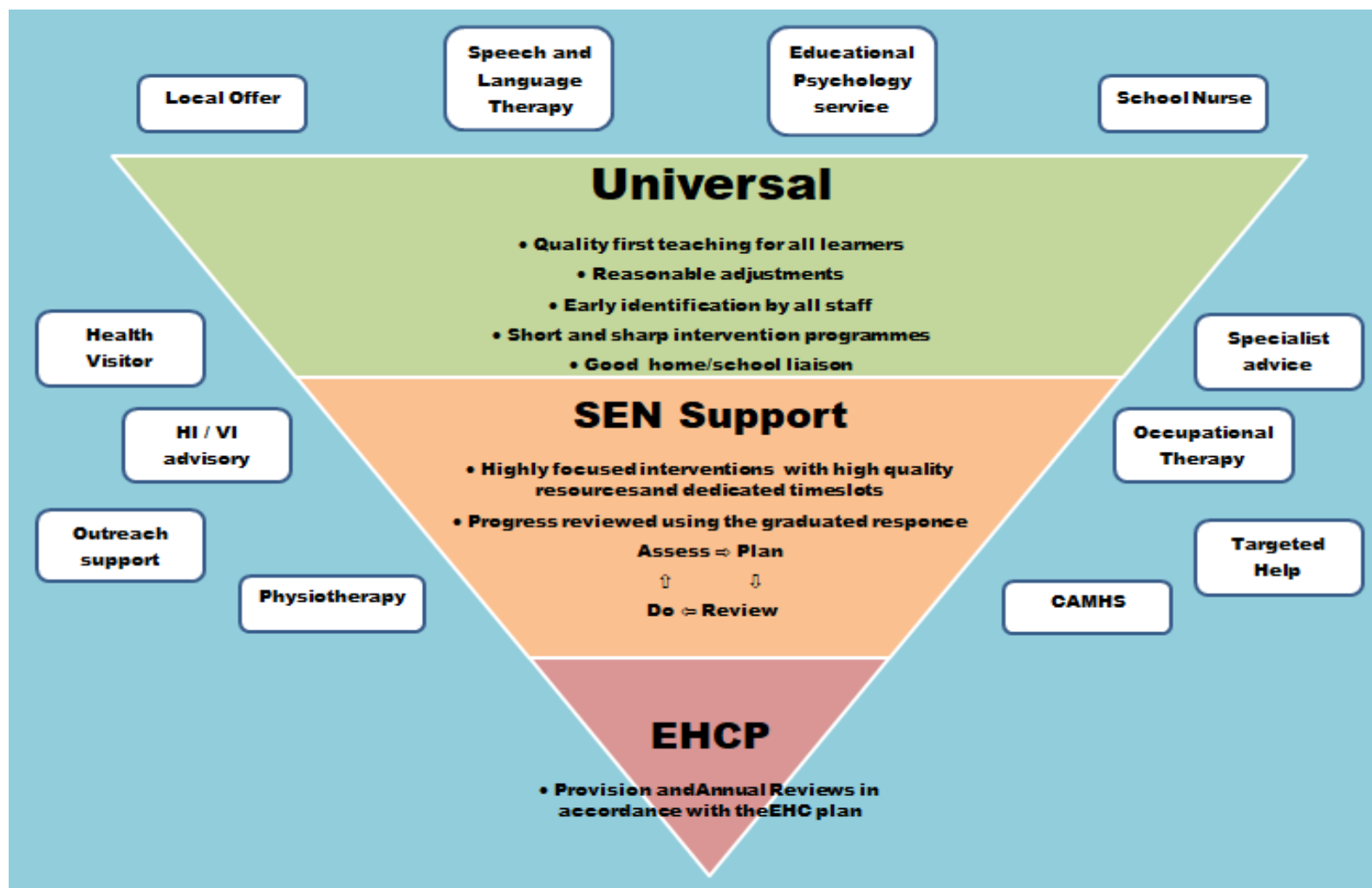
We aim to follow the Graduated response at Oundle CE Primary School which has three main parts, explained pictorially within the next page:

Wave 1 Universal is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing adapted work and creating an inclusive learning environment. It may sometimes include short, sharp interventions.

Wave 2 SEN SUPPORT outlines specific, additional and time-limited interventions provided for some children who are falling behind the age expected level. Wave 2 interventions are often targeted at a group of pupils with similar needs. We follow the Assess, Plan, do, review model for those children on Wave 2 accelerate progress. **Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.**

Wave 3 EHCP is targeted provision for a very small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or have complex needs with multi agency support. Learning may be adapted and also further differentiated.

Please contact Mrs Mace our SENDCO if you have any concerns on: Senco@oundle.pdet.org.uk





2. Arrangements for informing parents

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents.
- giving parents and carers opportunities to play an active and valued role in their child's education.
- making parents and carers feel welcome.
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- instilling confidence that the school will listen and act appropriately.
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets.
- keeping parents and carers informed and giving support during assessment and any related decision-making process.
- making parents and carers aware of the Parent Partnership services available as part of the Local Offer.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.





3. Arrangements for consulting young people

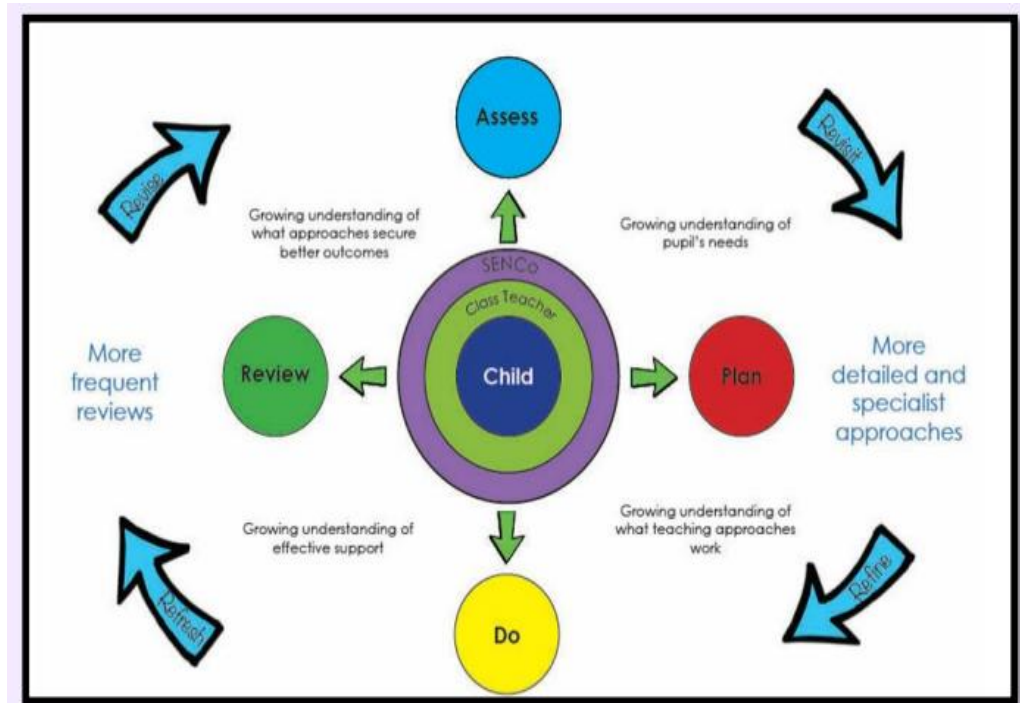
We encourage the children to state their views about their education and learning to

- identify their own needs and learn about learning
- share their views for pupil on a page
- self-review their progress and set new targets
- (for some pupils with special educational needs) monitor their success at achieving the targets on their Individual Education Plan.

4. Arrangements for assessing pupils

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- ongoing assessment of progress made by intervention groups.
- work sampling on a termly basis.
- staff and pupils will follow the Assess, Plan, Do, Review cycle to monitor the impact of targets.
- informal feedback from all staff.
- pupil interviews when setting new Learning Plan targets or reviewing existing targets.
- pupil progress tracking using assessment data (whole-school processes.)
- monitoring Learning Plans and targets, evaluating the impact of plans on pupils' progress.
- classroom observation by the SENDCO. and senior leaders as needed.





5. Arrangements for Transition

We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.

- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the SENDCO.
- A transition timeline will be produced, with specific responsibilities identified.
- Transition booklets are provided for children so they can have photos of the new classrooms, staff and any other useful information to prepare them.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.



- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENDCO. will liaise.



6. Approach to teaching SEN pupils – we are ambitious for pupils' learning and make adaptations

Teachers are responsible and accountable for the progress and development of all the pupils in their class through high quality teaching.

Quality First Teaching is our first step in responding to pupils who have SEN. This will be adapted and scaffolded for individual pupils. We make the following adaptations to ensure all pupils' needs are met: • Adjusting our delivery of the curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. • Adapting our resources and staffing • Using recommended aids, such as laptops/IPads (including Apps as appropriate), coloured overlays, coloured paper, visual timetables in all classrooms, larger font, etc. • Adjusting our teaching approach by, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.

We will also provide the following interventions:

- Nesy reading and spelling
- Pre-teaching
- Language intervention - Foundation Stage
- Maths key skills intervention/ KIRFS
- Same day interventions with teaching assistant or class teacher
- Precision teaching – for spelling, reading and times tables
- Phonics – keep up and catch up interventions through Little Wandle
- Memory Skills
- Block Therapy
- Sensory circuits
- Art Group
- SNIP spelling



7. Additional support available

Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.

Our school will comply with all local arrangements and procedures when applying for

- School Inclusion Funding (SIF)
- An Education Health and Care Plan (EHCP)

and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.

- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

8. Expertise and training

The school commits to a programme of training for both teachers, teaching assistants and also new staff. A staff meeting, at least every small term, is dedicated to provide training for all staff. Teaching assistants are invited to attend relevant training and also have their own dedicated training session with the SENDCO or subject leads weekly. Our Special Educational Needs Coordinator has ongoing external and Trust training and will regularly attend local network meetings.

-All staff will be trained in how to best support all vulnerable learners as part of the school development plan and annual schedule of continuous professional development.

-Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from a range of external agencies.



Current training staff at OPS have undertaken:

- Early intervention for speech and language
- Adaptive teaching and best practice from the EEF research
- Whole school ASD training from Rowan Gate specialist teaching services
- SHREK communication training
- Emotion Coaching
- Sensory Circuits
- Protected Behaviours
- Social Interventions
- Social Stories
- 'Volcano in my tummy'
- Mental Health First Aid
- Precision Teaching
- Working Memory
- Building Therapy
- Dyslexia
- Team Teach
- Safeguarding
- Phonics – Little Wandle and Catch Up
- SNIP
- Dealing with distressed pupils
- Medical – first aid, EpiPen, anaphylaxis
- Early Help Assessment
- Type 1 diabetes.
- NPQSEN



9. Equipment and facilities

When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school's notional SEND budget will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and if the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for the additional funding called School Inclusion Funding (SIF), once referred to as High Needs Funding. We have also created a Sensory Room for our pupils.

10. Effectiveness of Provision

Our SEN provision is ambitious and we provide caring and effective support for all. The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- ongoing assessment of progress made by intervention groups.
- work sampling on a termly basis.
- scrutiny of planning.
- teacher interviews with the SENDCO.
- informal feedback from all staff.
- pupil interviews when setting new Learning Plan targets or reviewing existing targets.
- pupil progress tracking using assessment data (whole-school processes).
- monitoring Learning Plans and their targets, evaluating the impact of Learning Plans on pupils' progress.
- attendance records and liaison with Education Entitlement Service.
- regular meetings about pupils' progress between the SENDCo. and the head teacher.
- classroom observation by the SENDCO., and senior leaders.
- head teacher's report to parents and governors.



11. Inclusion for all and building upon your child's strengths

- As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the wider life of the school, with after school clubs, educational visits, residentials and music lessons.
- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject coordinators monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.
- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.





12. Pastoral support

Provisions in place:

- Class Teachers and Teaching Assistants build relationships and a safe environment for all children to feel safe and supported
- 2 Family Support Workers
- Educational Psychologist
- Practitioners for social and emotional interventions
- School Nurse
- Zones of Regulation
- Attendance and SEN support
- Chat Counselling
- Play therapy
- Church Action for Happiness
- Solihull Parenting group delivery
- ARC- Activating, Resilience and Coping
- Graded Care Profile
- Better Apart
- When girls fall out

13. Involving other bodies

Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements). We seek to respond quickly to emerging need and work closely with other agencies working within their own time frame, including :

- CAF team
- CAMHS
- Educational Psychology Service
- IASS
- Rowan Gate and Maplefields Special Schools advice
- NCC Sensory Impairment team
- Local NHS services
- Targeted Prevention Team
- EIP
- Early Years SEN Support Service and School Services Support
- Multi-agency safeguarding hub

In accordance with the SEND Code of practice 2015 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

•Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (eg autism, visual impairment etc).

•We have a clear point of contact within the school, who will coordinate the support from outside agencies for each pupil. Most often this will be the SENDCo. or Designated Teacher for LAC, but in some cases it can be another member of staff



14. Complaints

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with using our published Trust Complaints Policy; in the first instance by the class teacher and SENDCO, then, if unresolved, by the Head Teacher.

15. Contact details of support services:	Information Advice Support Service – IASS This is a free service in Northamptonshire that provides free, confidential, impartial advice, guidance and support to parents of children with special educational needs and children and young people with SEND. Internet: https://www.sendiassnorthnorthants.co.uk/ North Northants SEND IASS covering Wellingborough, Rushden, Kettering and Corby. Telephone number: – 0300 373 2532 Email address <u>SENDIASS@northnorthants.gov.uk</u>
16. Named contacts within the school for when young people or parents have concerns:	Headteacher – Mrs A.Bellett SENDCO – Mrs Elizabeth Mace Family support workers – Mr B.Moss
17. The school's contribution to the local offer and where the LA's local offer is published:	https://localoffer.northnorthants.gov.uk/



Glossary of SEN terms

- **EHCP – Education Help and Care Plan**
- **RSA – Request for Statutory Assessment**
- **ASD/ ASC – Autistic Spectrum Disorder or Condition**
- **ADHD/ ADD – Attention Deficit Hyperactivity Disorder**
- **SEMH – Social, Emotional, Mental Health**
- **AWPU – Age Weighted Pupil Unit**
- **LD – learning difficulties**
- **SSS – SEND Support Services**
- **CAMHs – Children and Adolescent Mental Health Services**
- **TAMHS – Targeted mental health in schools**
- **EHA – Early Help Assessment**
- **CIN – Child In Need meeting**
- **RMC – Referral Management Centre**