

*St Laurence C of E (A)
Primary School*



Special Educational Needs

Information Report

2021-2022

Achievement through Friendship, Enjoyment & Confidence

Introduction: About our school

At St Laurence C of E (A) Primary School, we are committed to ensuring that the education we provide inspires and enables all pupils to achieve. 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. We recognise that children are individuals, that each one has their own educational needs particular to them. Equally the school recognises that some children have additional needs that require intervention and support to enable them to make progress, develop and reach their potential.

As a school with a strong Christian ethos, we acknowledge and celebrate the fact that each child is unique and is a valued part of our school community. We work collaboratively with parents to identify the individual needs of all pupils and ensure that our teaching is inclusive. Through our curriculum, planning and teaching, we seek to remove barriers to learning to help all pupils to recognise their goals and aspirations to succeed. This Report is intended to give you information regarding the many ways in which we ensure we support all of our children, including those with Special Educational Needs and Disabilities.

Currently we have 13 children on the school's SEND Register (Foundation-Y6) who are identified as having an additional need which is approximately 8% of our pupil roll. There are 2 pupils in the school who are supported with Educational Health Care Plans (EHCP) or additional funding.

Aims of our provision for SEND

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To ensure that the school is inclusive and that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>.
- To secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum.
- To respond to the four broad areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- To work collaboratively with parents by including and responding to parent/carers' and pupils' views in order to ensure high levels of confidence and partnership.

- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

About our school

St Laurence C of E (A) Primary School provides for children and young people with a wide range of special educational needs including those with:

- Communication and interaction needs: this includes children who have speech language and communication difficulties including autistic spectrum conditions.
- Cognition and Learning needs: this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- Social, Emotional and Mental Health needs: this includes pupils with Attention Deficit Hyperactivity Disorder (ADHD).
- Sensory and/or Physical needs: this includes children who have visual or hearing needs, or a physical disability that affects their learning.

Currently our areas of need are:

	Specific learning difficulties (eg a specific difficulty with reading)	Speech, Language & Communication	Autistic Spectrum Disorder	Social, Emotional & Mental Health	Hearing & Visual Impairment	Physical Disability
F/KS1	1	0	2	0	0	0
KS2	7	1	1	0	0	1
Total	8	1	3	0	0	1
% (rounded)	62%	8%	23%	-	-	8%

Our SENDCo

Our Special Educational needs and Disabilities co-ordinator (SENDCo) is Mr David Marsh. He is a qualified teacher and SENDCo. He oversees the provision and monitoring of children's learning and progress throughout the school and supports the families of those children with special educational needs and disabilities. As part of the SENDCo role, Mr Marsh:

- ensures the right support is put in place for your child
- advises other teachers on how to help your child
- arranges training for staff so they understand your child's needs
- liaises with outside professionals and refers pupils who may need further support

- works closely with parents and carers on a regular basis to talk with them about their child's needs and listen to any ideas or concerns they may have.

Mr Marsh works in partnership with teachers and teaching assistants and a range of external educational specialists as required. The SENDCo can be contacted via the school office on: 01865 858270 or by email senco@st-laurence.oxon.sch.uk

Our governor with responsibility for SEND is: Edna Strange. Our SEND policy can be found on the school website: <http://www.st-laurence.oxon.sch.uk>

How do we identify and assess pupils with SEND?

The school uses Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'. The guidance sets out:

- How we identify if a child or young person has a special educational need.
- How we assess children and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs
- How we review progress and agree outcomes and involve you and your child in this.

At St Laurence C of E (A) Primary School we believe that working in close partnership with parents is essential to provide a supportive approach to helping children. All children are monitored closely by their Class Teachers. If the Class Teacher has any concerns about the progress or attainment of a child, they will be discussed with the Special Educational Needs and Disabilities Co-ordinator (SENDCo). A referral to external agencies may be made with the consent of parents if it is considered necessary.

How do we work with parents and children/young people?

At St Laurence C of E (A) Primary School we recognise parental partnership as an essential part of the planning and provision for the SEND pupils in the school. We have an early discussion with the pupil and their parents when identifying whether they need special educational provision.

These conversations will make sure that:

- everyone develops a good understanding of the pupil's areas of strength and areas of need
- we take into account the parents' views and concerns
- everyone understands the agreed outcomes sought for the child
- everyone is clear on what the next steps are.

We formally notify parents when it is decided that a pupil will receive SEN support.

How do we involve other organisations in meeting the needs of the pupils?

St Laurence C of E (A) Primary School works closely with a number of external agencies including:

Educational psychologists

SENSS – Special Educational Needs Support Service Communication and Interaction Support Service

Speech and language therapists

Occupational therapists

Physical Impairment and medical support

Hearing impairment and advisory teachers

Visual impairment and advisory teachers

Child and Adult Mental Health Services (CAMHS and PCAMHS)

Behaviour support services

Oxfordshire School Inclusion Team Early Intervention (LCSS)

Children's Social Care

School Nurse Service

Early Years SEN team

Attendance team

How do we know if SEN provision is effective?

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing the impact of interventions through pre and post assessments
- Monitoring by the SENDCo
- Using provision maps and tracking to measure progress
- Holding annual reviews for pupils with EHC plans

Consistently through the year, the SENDCo, class teachers and Headteacher analyse the effectiveness and the impact of the interventions to determine if they should be used again and with which pupils. Information about how the governing body evaluate the success of the education that is provided for pupils with SEND is contained in the governors' annual SEND report.

Attendance of SEND pupils

The overall attendance of SEND pupils at St Laurence for this year is shown below.

End of Year 2022	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	-	95%	94%	94%	-	96%	97%

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Attainment data for children with SEND by Year groups:

Year 1: 1 pupil C&L/SpLD

Year 2: 2 pupils: x2 ASD (x1 EHCP)

	*Year 1					Year 2				
	WT	WT+	WA	WA+	GD	WT	WT+	WA	WA+	GD
Maths							1	1		
Reading							1	1		
Phonics screen	1 not passed									
Writing							2			

*Other Yr1 assessment carried out at end of June 2022

Year 3: 3 pupil x2 C&L/SpLD x1 ASD (EHCP)

Year 4: 0 pupils:

	Year 3					Year 4				
	WT	WT+	WA	WA+	GD	WT	WT+	WA	WA+	GD
Maths	2	1								
Reading	1	2								
Sp/Grammar	3									
Writing	2	1								

Year 5: 6 pupils x4 C&L/SpLD x1 PD x1 C&I

Year 6: 1 pupil x1 C&L/SpLD

	Year 5					Year 6				
	WT	WT+	WA	WA+	GD	WT	WT+	WA	WA+	GD
Maths	3	3			1		1			
Reading	4	2	1				1			
Sp/Grammar	4	2		1			1			
Writing	3	3	1				1			

Funding:

What SEND funding do schools receive?

Government funding to school is based on three factors:

- Core Education Funding The AWPU (Age Weighted Pupil Unit) This is dependent on the total number of pupils in a school. Each pupil (both with and without SEN) is provided with a certain amount of funding to meet their educational needs.
- Additional Support Funding (ASF) On top of the core education funding, schools are given an additional amount of funding to meet the special educational provision of pupils with SEN. This funding comes from a particular funding stream called either the designated schools grant or schools block. This funding forms part of a school's 'notional SEN budget'. Currently, the government suggests that a school should use their notional SEN budget to fund up to £6,000 worth of special educational provision for a pupil with SEN. This is an average figure, as not all pupils with SEN require special educational provision beyond the amount of £6,000. It should heavily depend on the individual needs of each pupil with SEN.
- Top-up Funding If a school requires funding that goes beyond the maximum £6,000 to provide a pupil's special educational provision, then depending on the assessed needs of the pupil concerned, the LA will provide the required funding from the LA's high needs block.

Our money this year has provided:

- TA hours to support pupils with SEND
- CPD for all staff
- 1:1 teaching
- Foundation Package with OXSIT Team, which provides us with access to SEND resources and advice from our SEND consultant.
- Education Psychologists hours as required
- SEN resources and equipment

What are our school's admission and transition arrangements for pupils with SEN or disabilities?

We encourage all new children to visit the school before starting. For children with SEND we work closely with parents to identify whether additional visits before starting school would be necessary to ensure that the correct arrangements are established.

We begin to prepare young people for transition into the next stage of their education or training by liaising closely with the SENDCo of the Secondary schools and ensuring that the SEND pupils have additional visits to the school. In the summer term, the SENSS service supports year 6 pupils with communication and interaction difficulties by providing additional transition sessions.

How are the Governing Body involved in our SEND provision? The Link Governor for SEND works closely with the SENDCo and to support in the achievement of targets in the School Improvement Plan to constantly review and evaluate SEND provision for pupils. Governors receive a detailed SEND Report from the SENDCo which is discussed in the governor meetings.

Complaints about SEN provision

If you are concerned with your child's progress, or you have any concerns regarding your child's education, your first step should be to talk directly to your child's class teacher about your concerns. If your concern is not resolved by the teacher, you should then ask for a meeting with the SENDCo, David Marsh who will do his best to help resolve the issue. The next step would be to meet with the Headteacher, Ms Cooper, if the concern is still not resolved. If this still does not resolve the issue, you may choose to make a formal complaint by putting it in writing addressed to the Headteacher. The school's Complaints Procedure and policy is available on the school website and a hard copy can be obtained from the school office.

Who should I contact if I am concerned?

If you are concerned about your child, in the first instance, speak to your child's teacher. If you are still concerned, speak to your SENDCo, Mr Marsh. If you'd like to feedback, including compliments and complaints about SEN provision, please contact the SENDCo or Headteacher.

Further support

You can access further support through SENDIAS which is an organisation that provides impartial information, support, advice and training for parents of children with SEN and also to children and young people with SEN and disabilities.

<https://www.oxfordshire.gov.uk/cms/public-site/sendias-oxfordshire-formerly-parentpartnership>.

If you'd like to know more about opportunities for children and young people with SEN and their families, support groups or information about SEN 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>