

This report sets out information about our provision for children with Special Educational Needs (SEND). This report is updated annually.

What kinds of Special Educational Needs are provided for at Southwold Nursery and Primary School?

At Southwold Nursery and Primary School, we aim to provide an inclusive, broad and balanced curriculum for all children, including those with SEND (Special Educational Needs and/or Disability). We are a school where each child's individuality is valued and where our aim is to inspire all children to realise and value their potential. We have a range of systems in place for early identification of barriers to learning and participation, and set high expectations for all. Provision for children with special educational needs is a matter for the whole school. All teachers are teachers of children with special educational needs and teaching such children is, therefore, a whole school responsibility.

We currently support a wide range of needs within the following categories:

- Cognition and Learning – children with Moderate Learning Difficulties and Specific Learning Difficulties including dyslexia and dyspraxia.
- Communication and Interaction – children with Autistic Spectrum Condition (ASC) including Asperger's and also a wide range of speech and language difficulties
- Sensory, Medical and Physical – children with hearing impairment, visual impairment, sensory processing difficulties and epilepsy
- Social, Emotional and Mental Health – children experiencing specific anxieties and ADHD.

What are our policies for identifying children and young people with SEN and assessing their needs and who is the Special Educational Needs Coordinator?

At Southwold Nursery and Primary School, our policy for Assessment can be found on the school website and this is followed to help recognise when children are not making expected progress or are significantly behind their peers. Specific information regarding assessment of SEND can also be found within our SEND and Inclusion policy and on our Graduated Response Flow chart, both of which can also be found on our website.

At Southwold Nursery and Primary School, we are assessing children formatively all the time through observation and daily marking. We also hold focussed summative data collection three times a year, to measure individual progress and attainment against national expectations.

If a child is not making expected progress and/or is not achieving the attainment expected for their age, or is experiencing difficulties socially or emotionally, a teacher may complete a Concern Sheet about the individual detailing the concerns and evidence to support them. The information is shared with parents/carers and the Special Educational Needs Co-ordinator. Concern Sheets can also be completed if a parent/carer expresses a particular concern about their child, either academically or socially.

Southwold 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 parents and their children in this

This document can be found by following the link:

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamily/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>

As a school we can then begin to identify areas of need from specific assessment and observation, and if necessary, place the children in specific small group/individual interventions. Interventions are carried out in addition to or in support of the daily Quality First Teaching the children are receiving. If a child continues to make little progress despite

the interventions then we look closely at identifying whether they have a specific special educational need supported by criteria from the Local Authority.

The Special Educational Needs Coordinator, alongside Teachers and Teaching Assistants, is able to offer a range of alternative/ extra assessments to gain further understanding of a child's needs including:

- Informal classroom/playground observations
- Analysis of independent writing/book scrutiny
- Informal 1:1 chats with the child
- Salford Sentence reading test – reading accuracy and comprehension – to ascertain a reading and comprehension age
- NARA – reading accuracy, comprehension and speed – to ascertain a reading and comprehension age, as well as reading and writing speed
- Sandwell Maths Assessment – to ascertain a maths age

Our Special Educational Needs Co-ordinator is Helen Wollington, Holly Doherty is the Assistant SENCO and it is their role to oversee the provision made for our children with SEND and other vulnerable learners. Within the Inclusion Team, they support the team of Teaching Assistants and works closely with Class Teachers and parents/carers to discuss the support being provided for individuals.

How are parents/carers of children with SEND consulted and involved in their child's education, including their progress towards outcomes?

Partnership with parents/carers plays a key role in enabling children with special educational needs to achieve their full potential. At Southwold, we recognise that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. Parents/carers will be treated as partners and supported to play an active and valued role in their child's education, especially with our Pupil Profiles.

Parents/carers are invited to two Parent's Consultation Evenings in an academic year and also an Open Evening in July. However, if a child has a Pupil Profile or an Education, Health and Care Plan (EHCP), there will be additional opportunities created by the Class Teacher and SENCo to meet and discuss provision.

Each Pupil Profile is reviewed three times a year by the pupil, Class Teacher and parents/carers in preparation for writing the next one. If a child has an Education, Health and Care Plan there is also an Annual Review meeting to discuss the progress made towards outcomes, where parents are invited to provide a written response and also participate in the meeting. Any outside agencies who are actively involved in supporting a child are also invited to participate in the meeting.

If a parent/carer would like to discuss any concerns with the Special Educational Needs Coordinator, this can be arranged directly with Mrs Penny or through the school office.

How are young people with SEND consulted and involved in their education, including their progress towards outcomes?

Children with SEND often have a unique knowledge of their own needs, and their views about what sort of help they would like will be ascertained where appropriate. Children are encouraged to participate in the decision making processes when we co-produce and review Pupil Profiles. If they have an EHCP, they will also be asked to play a role within the Annual Review meeting, usually by completing an 'All About Me' sheet which forms a central part of the review meeting.

What are the arrangements for supporting children and young people in moving between phases of education?

When children with SEND reach Year 5, there is an opportunity for a dialogue between parents and school regarding the individual's transfer to Secondary school. If a child has an EHCP there will be a transfer annual review whereby the parent/carers/child's preferences for secondary education are discussed and recorded.

When a child reaches Year 6 the chosen secondary schools are invited to attend any Annual Review meetings and TAC meetings to establish the child's individual level of need for when they transfer.

We have good links with our transfer secondary schools and the Year 6 teachers and/or our Special Educational Needs Co-ordinator will meet with the SENCo/ or their representative to discuss individuals. We also arrange extra transfer visits as necessary to support individuals with their transition.

**What approach do we take at Southwold to teaching children and young people with SEND?
What adaptations are made to the curriculum and the learning environment of children and young people with SEND?**

All children are entitled to receive Quality First Teaching where, through engaging teaching and differentiation, all groups have their needs met. At Southwold we use a phased teaching approach and different starting points to meet the needs of different groups of children. However, despite this teaching, some children may have difficulties making expected progress and/or are not achieving the attainment expected for their age. At this point, we identify groups of children who may need specific intervention activities to help boost and accelerate their learning. Their progress is monitored and if they are still experiencing difficulties then we look at identifying if they have a special educational need.

As identified in the SEND Code of Practice (July 2014) – paragraph 6.15:

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Our aim at Southwold is to include all children within our everyday teaching and activities. At times this involves differentiation and also the use of 1:1 and small group Teaching Assistant support to allow individuals to learn at their pace/ using resources suitable for their needs. We make use of quiet rooms and quieter areas to withdraw children if being in the class is causing sensory overload and distracting learning.

At Southwold we use a wide range of resources and specific interventions to meet individual need and support children to access the curriculum. Some of the current SEND interventions and resources we use in school include:

Speech and Language	Talk Boost Spirals Time to Talk Racing to English
Reading	Project X Read, Write, Inc. Precision Teaching Toe by Toe
Writing	Colourful Semantics Fisher Family Trust Clicker
Maths	Max's Marvellous Maths Plus 1 Power of 2 Success at Arithmetic
Motor Skills	Rainbow Road Dough Gym Funky Fingers OT 12 Week Course
Social and Emotional	ELSA Play Therapy Calm Boxes Zones of Regulation Play Stop Sensory Room

What expertise and training do staff have to support children and young people with SEND, including how specialist expertise will be secured?

Our Special Educational Needs Co-ordinator has 20 years teaching experience, within that 10 years' experience as a SENCo in two primary school settings. All our Teaching Assistants have had training specific to support individuals within the school. We actively support CPD for our TAs in line with their appraisal and also in connection with the individuals they are currently supporting.

At Southwold we access support from a wide range of outside agencies including:

- Educational Psychologist
- SENSS – Support for children with communication and language needs, sensory needs and physical needs
- Child and Adolescent Mental Health Services (CAMHS)
- Home School Link Worker
- Bicester Early Intervention Hub
- Children's Social Care
- Speech and Language Therapists
- Communication and Interaction Difficulties Advisory Teachers
- Occupational Therapist
- Hearing Impairment Advisory Teacher
- Visual Impairment Advisory Teacher
- School Nursing Service
- Community Paediatrician

These individuals and services provide us with regular assessment and support for individuals and offer specific resources and programmes of work. We can also make referrals to these agencies if, in conjunction with parents, we feel their professional knowledge will support us in making the best provision for a child.

How do we evaluate the effectiveness of provision made for children with SEND? At Southwold, we regularly monitor the provision made for our vulnerable learners in a variety of ways. This monitoring includes:

- Use of formative and summative assessment to identify the areas children succeed in and also identify what they are finding difficult.
- Use of provision maps to identify provision for each individual
- Review of Pupil Profiles three times a year with the children and their parents and these are then monitored by the Special Educational Needs Co-ordinator
- Tracking progress and attainment of all of our vulnerable learners three times a year in line with Pupil Progress meetings and comparison of the data to their peers' attainment and progress
- Use of progress/attainment data pre-and post-interventions which is then used to refine/revise provision maps and Pupil Profiles
- Use of Analyse School Performance to compare progress and attainment against local and national achievement for similar groups
- Use of Pupil Voice to gather pupil opinions on provision and activities at school
- Use of the annual parent questionnaire
- Attendance at moderation meetings for identifying exceptional needs

How are children and young people enabled to engage in activities available with children and young people in the school who do not have SEND?

As we firmly believe in inclusion, all extra-curricular activities are available to all our children, as is access to our residential activities. All trips and use of visitors are open to everyone, with relevant support provided as necessary.

What support is there for improving emotional and social development?

As mentioned above, we provide a range of interventions to support emotional and social development for individuals including: peer mentors and a Friendship Stop to help individuals who are finding it difficult to engage in play. We also provide support for playtime and lunchtime games for those children who find unstructured times difficult through Play Stop. We have a Learning Mentor who is a trained ELSA on staff who offers 1:1 bespoke and personalised support to identified pupils. We will also be working with a trainee Play Therapist, who will work with identified children to

support their emotional needs. For September 2019, we opened a new Sensory Room to support children who need a calm place for time out and to fulfil their sensory modulation needs.

What arrangements are there for handling complaints from parents/carers of children with SEN about provision made at the school?

All details about handling complaints can be found within the school Complaints Policy which is on the school website.

What is the school's contribution to the Local Offer and where is the LA local offer is published?

Details relating to Oxfordshire's Local Offer contains a substantial amount of information for parents. Please follow the link to find out more: <https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-loc> As a school, we contribute to the county's Local Offer through attendance at training opportunities.

Who can I contact for further information?

If you would like any further information about provision for SEND at Southwold please contact:

Helen Wollington – Principal and Special Educational Needs Co-ordinator

Holly Doherty – Assistant SENCO

They can be contacted via the school office on 01869 324061 or by email at office@southwold.oxon.sch.uk