



Growing deep roots. Producing good fruit

Offenham C of E First School SEND Information Report

Our Vision

Our school vision, summed up by the following three words, “**Love**, **transformation** and **growth**” plays a significant role in our collective attitude to our SEND provision. We offer all pupils equal access to, and a love of learning, so that all can be transformed, flourish and grow in every area of the curriculum.

How Offenham CE First School Supports the Progress of Children with Special Educational Needs and Disabilities

This SEND Information Report details the provision on offer at Offenham CE First School and ensures that the requirements of the SEND Code of Practice (2014) and Worcestershire’s Local Offer are met. The following information can be found in the report:

- What are Special Educational Needs and Disabilities?
- How do we identify Special Educational Needs in pupils?
- How do we involve parents in their children’s education?
- How do we involve pupils with SEND with their learning?
- How do we assess and monitor the progress of pupils with SEND?
- How do we support transition for pupils with SEND?
- How do we approach the teaching of pupils with SEND?
- What expertise and staff training is available to support pupils with SEND?
- What complaints procedures are in place for parents of pupils with SEND?
- Named contacts for SEND

Who is our Special Educational Needs and Disabilities Co-ordinator? (SENCO)

Mrs Clare Stockford is the SENCO, supported in her administrative tasks by Mrs Elizabeth Daniels. She works with all members of staff and other professional agencies to support all children with Special Educational Needs and Disabilities. Mrs Stockford is available to meet with parents every other Thursday and Mrs Daniels is available to speak with parents on a Wednesday afternoon and both can be contacted by email:

Liz.daniels@offenham.dowmat.education

Claire.stockford@dowmat.education

SEND Code of Practice 2014

The Children and Families Act 2014 brought with it changes to the way in which support is provided to children and young people in England with Special Educational Needs. A new SEND Code of Practice was implemented in September 2014 and this system aims to put each young person and their family at the centre of discussions about the support offered.

What kinds of SEN are provided for at Offenham School?

The 'Code of Practice', 2014, defines four areas of Special Educational Needs:

1. Communication and Interaction

Children may have a delay or disorder in one or more of the following areas:

- Attention / Interaction skills: May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.
- Understanding / Receptive Language: May need visual support to understand or process spoken language. May need augmented communication systems. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.
- Speech / Expressive Language: May use simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar /phonological awareness still fairly poor and therefore their literacy can be affected.

2. Cognition and Learning

Children may have difficulties with the skills needed for effective learning such as use of:

- Language, memory and reasoning skills
- Sequencing and organisational skills
- An understanding of number
- Problem-solving and concept development skills
- Fine and gross motor skills
- Independent learning skills
- Exercising choice
- Decision making
- Information processing
- Children may have a specific learning disability such as dyslexia, dyscalculia or dyspraxia.

3. Social, Mental and Emotional Health

Children may have difficulties with social and emotional development which may lead to or stem from:

- Social isolation
- Behaviour difficulties
- Attention difficulties (ADHD)
- Anxiety and depression
- Attachment disorders
- Low self esteem
- Issues with self-image

4. Physical and Sensory

These pupils may have a medical or genetic condition that could lead to difficulties with:

- Gross / fine motor skills
- Visual / hearing impairment
- Accessing the curriculum without adaptation
- Physically accessing the building(s) or equipment.
- Over sensitivity to noise / smells / light / touch / taste.
- Toileting / self-care.

Many children have difficulties that fit clearly into these areas, however there may be children that have difficulties in two or more areas. It is therefore important to carry out accurate assessments and ensure a graduated approach is followed. Making provision and reviewing how effective it has been, will be one of the ways these assessments will be carried out. Behavioural difficulties do not necessarily mean that a young person has a SEN and should not automatically lead to a pupil being registered as having SEN.

We are able to support children with a wide range of Special Needs. We have experience of providing for children with ADHD, Autism, Speech and Language difficulties, Dyslexia, hearing difficulties, Diabetes and general learning and behavioural difficulties as well as emotional and social needs. We are also able to support children with a wide range of mobility difficulties.

How does the school know if children have a Special Educational Need or Disability and how will I be contacted about this?

All pupils are monitored closely by the leadership team and class teachers as it is anticipated that they will make expected progress relative to their starting point. Data relating to children's progress is held centrally and a child may be deemed as having potential barriers to learning if progress;

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap.

In addition, staff are alert to other events that can lead to learning difficulties if their impact is not acknowledged and minimised.

Monitoring over a period of time enables high quality teaching, differentiation and intervention programmes to address any difficulties before a decision about SEN status is reached. If a child does not demonstrate sufficient progress or other issues are raised, a Cause for Concern form will be completed by the class teacher and shared with the SENCO. A wide range of assessment evidence is gathered to 'build a picture' of the difficulties a particular child is facing. This includes classroom and playground observations, assessment notes from intervention programmes, independent work that shows what a child can do when working on their own, levels achieved in tests, anecdotal evidence about pupil attitudes, work produced in lessons and checklists for learning difficulties such as dyslexia.

These assessments form the basis of our decision about whether the child should be identified as having a special need. You will be informed of our concerns early in the process as you will be able to share valuable knowledge about your child, such as whether your child displays similar difficulties at home. Regular updates and meetings will occur before a final decision about SEN status is made.

What should I do if I think my child has Special Educational Needs (SEN)?

The first thing that you should do is come into school and meet with your child's class teacher so that you can gather more information about what your child is like in the school environment. During this meeting, the teacher will be able to discuss your concerns and make suggestions for any next steps.

How will the curriculum be matched to my child's needs and how will that help my child?

Teachers adapt their teaching to teach each child according to their need. At Offenham School adaptive practices can be through assigning increased adult support to a particular child or group of children, giving children adapted tasks or by giving a task that can be accessed by all children where they perform at varying levels. There are also many other ways employed to help reduce barriers to learning. In Key Stage 2 'Rapid Response' sessions, led by the class teacher, target groups of children for additional input.

Who will oversee, plan, work with my child and how often? Who will explain this to me?

Your child's class teacher will plan all the work for your child. Sometimes your child might work in a small group, or individually, with a teaching assistant on a specific programme of work or to go over work that they may not have understood in class. The teaching assistant will report back to the class teacher who will then plan the next steps for your child's learning. If your child is working on a specific scheme of work, then this might happen quite regularly during the week. If they need some extra input to reinforce what was

being taught, then this will happen when the need arises. The class teacher will discuss any specific support your child may be having, and the regularity of this intervention, at Parents Evening.

How is the decision made about what type and how much support my child will receive?

The decision is made by the class teacher in conjunction with Clare Stockford (DOWMAT SENCO), Mrs. Daniels (school SENCO), and Mrs. Nicol (Headteacher).

As an inclusive, mainstream school we aim to minimise the use of programmes which take children out of the classroom. Teachers provide high quality lessons with opportunities for all individuals to be fully involved and have high expectations of what students can achieve. Essentially, all staff are considered to be special needs teachers and receive training to ensure teaching matches the individual needs in the class.

It is important that any additional work is seen as a positive way of enabling children to make progress and reach expected levels of attainment.

How does the school know how well my child is doing and how is my child involved?

School is able to track your child's progress through regular assessment of their work, responses in class and performance in test situations.

Targets in English and Mathematics, established during teaching sessions and through the marking and evaluation of their work, enable the children to become more responsible for their own learning as they move through the school. Teachers have regular discussions with the children about their progress and what they need to do next so that pupils are continually striving for the next step in their learning. Children who are receiving additional support complete a 'Pupil Passport' in which they express personal opinions about their learning, the support they find most effective and how they might help themselves.

How does the school organise its provision for SEN?

We have a number of levels of provision at Offenham School.

1. **Quality First** teaching in the classroom – this is quality inclusive teaching, which takes into account the learning needs of all the pupils in the classroom. It includes providing differentiated work and creating an inclusive learning environment - all children have access to this.
2. **Monitoring** – this is when a teacher has a slight concern about a child and 'flags it up' with the SENDCO - children are monitored for a number of reasons (behaviour, speech and language, personal and social development issues). Monitoring ensures that all children are able to access the curriculum at all levels. Some children are on the monitoring register simply because they have received extra help in the past and have exited these programmes, but teachers want to remain aware of needs which aid planning for these children.
3. Some children have EDS – **Extra Differentiated Support** (sometimes referred to as Wave 2 provision). EDS describes specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted as a group of pupils with similar needs.
4. Some children have PDS – **Personalised Differentiated Support** (sometimes referred to as Wave 3 provision). PDS describes targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential. **IPM's** are often linked to specific programmes devised by specialist outside agencies.

What is an IPM - Individual Provision Map?

All students with SEN who are receiving PDS through the Graduated Response have an IPM. At Offenham children have one of two IPMs. Either they have an Individual Behaviour Provision Map or an Individual Education Map (IEPM). The IPM's are an action plan that includes:

- The student's difficulties
- Short-term targets for them to achieve
- Who will work with the child and how often
- What special materials might be needed
- How success will be measured
- When the IEP will be reviewed

IPMs are monitored and their success evaluated, with parents whenever possible, at least three times a year. This process is supported by pupils updating their Pupil Passport.

5. EHCP – Education Health Care Plan - A very small number of students may require support that is over and above that which the school is expected to provide at EDS and PDS. If that is felt to be the case for your son or daughter, then working together we will ask Worcestershire's Children's Services to consider whether a Statutory Assessment is necessary. A Statutory Assessment can lead to an EHCP being issued. An EHCP is a legal document which describes a student's needs and what support will be provided to meet those needs.

EDS and PDS and EHCP intervention groups include programmes such as additional phonics; fine motor skills (to include handwriting); gross motor skills; language groups (such as 'Time to Talk' or 1:1 work following SaLT reports); 'Think good, feel good' programme, Smart moves and number skills.

Each term, the SENCO with the teaching staff discuss the needs of the children in the school and tailor support groups to meet the needs

How will I know how my child is doing and how will you help me to support my child's learning?

There are many opportunities, both formal and informal, to find out how your child is doing in school. There are Parents Evenings in the Autumn and Spring terms which give you the chance to discuss your child's progress, targets and how you can support your child's learning. Annual reports are sent home at the end of the Summer term. If requested, teachers can also offer regular meetings with parents so that you can be fully informed about your child's progress. As SENCO, Mrs. Daniels is available on Wednesday afternoons to respond to emails, meet or speak with you.

If your child has an Education, Health and Care Plan (EHCP), you will be involved closely with school staff. Your child will also have an Annual Review to discuss progress, targets and recommendations for the next academic year.

The staff at Offenham School are always happy to discuss any concerns you may have; our door is always open!

How do we deal with bullying?

Sometimes, parents of children with SEN worry that their child may be vulnerable to bullying. On the rare occasion of bullying happening, the school will deal with this swiftly and effectively – please see our anti-bullying policy and charter.

What training have staff had to help them support children with SEN?

Staff regularly participate in further training in all areas of the curriculum. SEND review staff meetings take place regularly when pupils and their work are discussed and strategies evaluated. Mrs Stockford, Mrs Daniels and Mrs Nicol meet regularly to discuss the needs and progress of each child identified on our school provision map.

What specialist services and expertise are available at or accessed by the school?

Chadsgrove School Support Services provide us with a wide range of specialist services, including a Learning Support Team, Dyspraxia Motorway, Complex Communication Needs Team and Vision Impairment. Other services from other providers include Speech and Language Therapy through the NHS and counselling services.

We also liaise with CAMHS (Child and Adolescent Mental Health Service), Physiotherapy, Occupational Therapy, the school nurse and a range of paediatricians and consultants.

If you are having difficulties as a family, we can also refer to Early Help who will support you at home with some visits into school if appropriate.

When professionals visit, they will often meet with parents, observe the child in class, undertake assessment tasks with the child on a 1:1 basis and meet with key members of staff. They will often write a report sometimes contacting parents by telephone to discuss their findings. They will make recommendations for further work.

What support will there be for my child's overall wellbeing?

What is the pastoral, medical and social support available in the school?

Offenham School is an extremely caring school that values a nurturing approach for all of our children. We have a very inclusive ethos where all children are valued and those that are most vulnerable are offered additional support to help them participate fully in school life, to find and develop skills and talents, and to raise their self-esteem and aspirations for the future. We have a school pastoral worker who visits school one afternoon a week, he is able to help children to work through any particular pastoral issues they may be facing.

Our teaching assistants work especially hard to build positive relationships with children who are vulnerable. We offer structured play opportunities at break and lunchtimes to help children behave appropriately in a social environment.

Several members of staff have first aid qualifications.

What support is there for behaviour, avoiding exclusion and increasing attendance?

Children who have behavioural difficulties are managed on an individual basis in conjunction with the family. A variety of options are available to help improve low level behaviour, these involve regular discussions at whole staff meetings, meetings between the class teacher and parents to discuss how the child's behaviour is improving and to set targets for the child to work on.

If you are having difficulties getting your child to school, it is important that you speak to a member of staff so that we can help you to increase your child's attendance. We work closely with the Education Welfare Officer for those children who are persistently absent from school.

How accessible is the school environment?

Our school buildings and grounds are accessible to all members of the school community. We have taught a number of children with mobility issues and we are well equipped to manage children who have limited mobility.

How will my child be included in activities outside the classroom including school trips?

All trips are designed to accommodate all children. Certain steps can be taken to enable all children to participate. When needed, additional adults will go on the trip to provide more individual support. This is particularly relevant during swimming lessons. Risk assessments are carried out to ensure that activities are safe and to make sure that difficulties particular to a certain child are considered.

How will the school prepare and support my child when joining the school and transferring to a new school?

Induction into Reception – As part of the induction process, your child will have a series of visits into their new Reception class to meet their teacher and become familiar with the classroom environment. There is also a meeting for new parents to pass on important information. The class teacher and teaching assistant visit the families of their new children at home during the last few weeks of the summer term.

Transfer to Middle School – During Year 5, your child will participate in transition visits to their new school, visits from middle school staff to Offenham and a cluster trip where all of the Year 5 pupils from the feeder schools come together to reinforce the friendships that have started during their transfer day.

Additional small group visits can also be arranged for those children who may find the transition to a new school more challenging. Staff from the Middle school liaise closely with us so that they are aware of each child's strengths and areas of need.

Who should I contact if I am considering whether my child should join the school?

Telephone the school office on 01386 442 038. Mrs Angelika Newton is our school administrator and will forward your enquiry to Mrs. Nicol, our Head Teacher.

You are welcome to visit the school and meet school staff.

If your child has a special need, then the SENCO Mrs Claire Stockford or Mrs. Daniels are available to discuss any concerns you may have.

How do I find the Local Authority's Local Offer?

In response to the 2014 SEND Code of Practice, Local Authorities publish a 'local offer': the things that their schools/services will offer to SEND pupils and their parents. Worcestershire County Council are using the phrase 'Ordinarily Available' to describe the minimum entitlement of SEND pupils in mainstream schools.

If you go to <https://www.worcestershire.gov.uk/sendlocaloffer> you will find a link to the Local Authority's Local Offer.

How will I raise concerns if I need to? How do I make a complaint?

Your first step should be to talk to your child's class teacher as they have in depth knowledge of your child and their strengths and areas of difficulty.

If you feel that you would like to discuss your concerns further, then you should contact Mrs Stockford or Mrs. Daniels (SENCO) or Mrs. Nicol (Head Teacher).

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