

# Special Educational Needs and Disabilities

## Information Report 2017-18

### Middle Barton School



Head Teacher: Mrs Jane Tailby

SENDCo: Miss Hannah Smith

SEND Governor: Mrs Rachel Houghton

## Key Information

### Contact:

Tel: 01869 340522

Email: [office.2151@middle-barton.oxon.sch.uk](mailto:office.2151@middle-barton.oxon.sch.uk) or [hsmith@middle-barton.oxon.sch.uk](mailto:hsmith@middle-barton.oxon.sch.uk)

### Local Offer Information:

The Code of Practice for SEN and Disability (2014) set out guidance on how the needs of children and young people with SEN or disability should be met.

Oxfordshire's Local Offer has been developed with parents and young people and can be viewed at:

<https://www.oxfordshire.gov.uk/cms/content/introduction-sendand-local-offer>

**SEN Policy:** This is our school policy which details how the school will do its best to ensure those with SEND thrive in our school. This document is available by request from the SENDCo, school office or available to view and download at:

<http://www.middlebartonschool.co.uk/£!sen-information/c5t1>

**SEN handbook for parents and carers:** This handbook for is available from the SENDCo, school office or can be viewed at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/417435/Special\\_educational\\_needs\\_and\\_disabilities\\_guide\\_for\\_parents\\_and\\_carers.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf)

Number of pupils currently receiving SEND support: 9

## Whole School Approach

At Middle Barton School, we are committed to nurturing excellence in all of our pupils. We know that all of the children in our school have unique talents, but that, at some point, many children may find some aspects of school – be they academic, social, emotional or behavioural – more challenging.

All staff at Middle Barton School share a commitment to supporting any child with an additional or special need, be this a short-term problem related to a very small part of the curriculum or school life, or more complex needs.

We strive to provide the support each pupil needs in order for them to become a motivated and successful learner. This support takes different forms for each child, but some of our strategies include:

- Inclusive 'quality first teaching' in the classroom, with activities adapted to meet the needs of each child. Work planned for each child is based on detailed and careful ongoing assessment by well-trained teachers and teaching assistants, and is designed to engage and motivate all pupils
- Whole school Values based Education and growth mind-set approach to learning to enable all pupils to achieve in a positive and supportive environment
- Clear feedback to pupils through high quality marking and discussion about their learning
- Good relationships with parents, built on regular contact and a number of more formal meetings – including, for example, parent consultations, structured conversations, or target review meetings (for those pupils on the SEN register) three times each year
- Individual curricular targets for literacy and maths, addressing each child's specific next steps in learning
- Employing intervention teachers or utilising teaching assistants or expertise within the school for those pupils who might require extra support in reading, writing and maths
- A range of proven intervention programmes, delivered by teachers and teaching assistants
- Working with outside agencies to gain advice, support and guidance

## Identification and Support for pupils with SEND: Assess, Plan, Do, Review

**Assess:** Discussions between the class teacher/key staff and SENDCo, we may carry out observations on the pupil, to identify and analyse the pupil's needs. We use the Oxfordshire SEN Support Handbook descriptors to identify needs. We discuss the pupil's strengths and areas for development. Assessments from outside agencies may be requested, with parents/carers' consent. For pupils that need SEN provision, the school operates a graduated response to their needs. This acknowledges that some children will benefit from specific support from school or external agencies and as such will be categorised as requiring SEN support. They will be placed on the school's SEN register which is monitored centrally by the local authority.

**Plan:** We hold meetings with parents/carers, colleagues and any specialists who may be involved and plan provision for the pupil. An 'outcomes' based Pupil Profile is created and the pupil will also complete a Personal Pupil Profile, detailing their strengths, areas for development and ways in which they would like to be supported. We identify interventions or support that will help the pupil and create an Individual Pupil Tracker for the pupil so that we are able to monitor the impact of any intervention to ensure the strategies and support we provide are effective.

**Do:** We implement the provision and monitor it. There are a variety of different intervention programmes as well as varying levels of support available and these are detailed further in this report.

**Review:** The class teacher and SENDCo liaise regularly with the member of staff/professional delivering the intervention. We discuss how successful the intervention has been and the impact on the child. We may look at data, the pupils work, and talk with the pupil and class teacher and parents. We then evaluate the impact of the provision. We meet with the pupil's parents/carers along with the pupil and together review the success of the support. We then detail further provision, if necessary. The pupil's progress in maths, reading, writing and SPaG is monitored closely by the class teacher, SENDCo and Head teacher throughout the year, who look to see whether the pupil is securing their learning targets at an appropriate pace as the year goes by. Middle Barton School use the Clive Davies 'Not as you know it' system for assessment. We have high aspirations for all our pupils regardless of individual starting points: 9+ steps progress over the year equates to good progress, 6 steps equates to expected progress and 5 or fewer steps equates to slow progress. We aim for all our pupils to

make good progress; however, we recognise that for many pupils progress is not a steady incline and that there may be periods of plateauing. Each pupil is unique and therefore rates of progress will differ for each pupil. We aim for pupils to make good progress, where possible, in the curriculum for their age, however, some pupils are not able to access their age related curriculum and are tracked along an ability appropriate curriculum.

## **Provision for SEND**

We are able to offer access to the following provision to support our pupils with SEND:

### **Communication and Interaction:**

Individual social stories

Socially Speaking (intervention programme)

Talking Partners (intervention programme)

Language and Communication Advisory Teacher (LACAT)

Play Therapist

Speech and Language Therapist (SALT)

### **Cognition and Learning:**

Quality First Teaching

Access to SENSS Team

Access to an Educational Psychologist

Direct Phonics (individual/group support)

Paired reading

Working Memory Programme

Rapid Maths (intervention programme)

1st Class @ Number (intervention programme)

1st Class @ Writing (intervention programme)

Jelly and Bean (maths intervention)

George's Marvellous Maths (maths intervention)

### **Social, Emotional and Mental Health Needs:**

Access to a counsellor

Individual Support Plan or a Pastoral Support Plan

Individual timetable

Nurture groups

Risk assessments  
Access to PCHAMS  
Parent Support Advisor  
Support at playtimes  
Behaviour Toolkit  
Playtime support

### **Sensory and Physical Needs:**

Writing slopes and pencil grips  
Sensory toys, such as chew toys and squeeze toys  
Disabled toilet and changing facility with hoist  
Wheelchair ramp and lift  
Private room for physio  
Alternatives to traditional written formats considered, i.e. typing up work  
Fine and Gross motor skill support (individual/group support)  
PE teaching assistant

## **Involvement with outside agencies and expertise in school and within the Chipping Norton Partnership**

There are members of staff within the school with specific expertise in SEN as well the ability to call on external experts:

### **Internally:**

- Special Educational Needs Coordinator (SENDCo)
- Teachers with training in areas of SEN/teaching and learning
- Trained teaching assistants that can deliver specific interventions, under the direction of your child's teacher
- Parent Support Advisor (PSA)

### **Externally:**

- Educational Psychologist (This is a traded service and the school can buy into it, if required).
- Special Educational Needs Support Service (SENSS) : Physical Disability
- Team/Visual Impairment Team/Hearing Impairment Team/ Communication and Interaction Service

- The Integrated Therapies Team (Physiotherapy, Occupational Therapy, Speech and Language Therapy)
- SEN ICT & Augmentative and Alternative Communication Team
- School health nurse
- PCAMHS consultation
- School counsellor
- Early Intervention Hubs
- Both school and parents/carers can access a wider array of services by searching through the local authority's Local Offer (via Oxfordshire County Council website – see above link)

The SENDCo regularly attends training, partnership meetings and briefings.

## **Partnership with Parents and Carers**

As part of the school development plan, we aim to strengthen our partnership with all families of pupils in our school. Parents are always involved in writing the outcomes for pupils at the SEN reviews throughout the year. The school also runs workshops and forums to support parents with homework, ICT, understanding SEN, maths strategies, phonics and literacy work. The SENDCo and Headteacher hold an annual coffee morning for families of pupils on the SEND register. Parents are always welcome to talk to their child's class teacher or to the SENDCo and can do so by popping into the office to make an appointment for an informal meeting to raise any concerns or just to catch up on progress.

## **Staff deployment, professional development and CPD**

The deployment of support staff is very flexible and revolves around the needs of our current learners. Teaching assistants support all children in a classroom and may also be responsible for delivering an intervention, under the class teacher or SENDCo's direction. Some teaching assistants may work with small groups or support one child. The SENDCo monitors the frequency and effectiveness of each intervention.

Class teachers and teaching assistants have regular opportunities to develop specific skills further by participating in training courses. These may range from support with

managing behaviour for pupils with social, emotional and mental health difficulties to more specific courses on supporting pupils with dyslexia or autism. The SENDCo is completing the National Award for Special Needs Coordination and also trains regularly in specific areas of SEN and SEN provision, disseminating good practice amongst the staff.

## **Information on support for transition and school partnerships**

The SENDCo has good links with our local secondary schools and can arrange visits for the families to help with the transition to secondary school. The SENDCo may also accompany families or pupils to the secondary school for visits to help everyone become familiar with the surroundings and introduce key members of staff.

Chipping Norton School provide a 'bridge club' for any of our pupils who may find the transition to secondary school challenging. This can be arranged by your child's class teacher or the SENDCo. This is an opportunity for your child to take part in activities at the secondary school, become familiar with the surroundings and routines and to meet staff and new peers.

## **What is an Educational Health Care Plan (EHCP)?**

Statements of Special Educational Needs are being replaced with a single 'Education, Health and Care Plan' (EHCP) for children and young people with the most complex needs from September 2014. The creation and delivery of these plans will be led by the local authority with schools developing and reviewing these plans with parents.

Children with existing Statements will transfer to the new system within three years and this transfer will normally happen within a 'transition review' such as at the end Year 6, ready for secondary school. Parents and pupils are always involved in this process.

## **Accessibility for people with disabilities**

Our Accessibility Plan for 2016-17 can be requested from the office, SENDCo or at <http://www.middlebartonschool.co.uk/send-information> This plan outlines the details of our commitment to people/pupils with physical and medical needs as outlined in the



Equality Act (2010). Under the Equality Act (2010) it is unlawful for any education provider, including a private or independent provider, to discriminate between pupils on grounds of disability, race, sex, gender reassignment, pregnancy and maternity, religion or belief, or sex. Discrimination on these grounds (known as “protected characteristics”) is unlawful in relation to prospective pupils (admissions arrangements), pupils at the school including absent or temporarily excluded pupils, and former pupils who have a continuing relationship with the school.

The school has a responsibility to ensure that pupils with medical needs have access to high quality educational support to enable them to continue their education effectively.

Middle Barton School prides itself on being inclusive both in terms of access to the school buildings and to learning opportunities. Our facilities for physically disabled pupils are as follows:

- 2 disabled toilets, one equipped with height adjustable sink, changing table and hoist
- Stair lift suitable for wheelchair users within our new building
- Portable ramps for access to the outdoor theatre
- After school clubs are accessible to those with SEND
- Extra – curricular and out of school visits/trips visits are always accessible for those with SEND
- Access to a school minibus which caters for wheelchair users
- A private room for physio with a bed
- Play equipment suitable for those with PD at playtimes e.g. soft balls, lighter bats and pathways to the school field
- Additional PE teaching assistant for support in physical educational activity lessons

Our school prides itself on being inclusive, and in September 2015 we asked all our stakeholders to participate in an Inclusion Survey which helped inform our subsequent Inclusion Action Plan. To ensure pupils with SEND, including those with a physical disability or medical needs, are treated with the respect, dignity and not less favourably than other pupils, we promote equality and acceptance through our school values. We teach, through PSHCE activities and quality first teaching, how to show respect towards and empathise with those who may have barriers to learning. This may include lessons whereby pupils experience, through activities, what it is like to have a visual impairment or physical disability. We also use assemblies as opportunities to promote equality and actively encourage pupils to challenge stereotypes. We ensure that all our extra-curricular activities, including clubs and visits, are accessible to those with SEND, taking

individual pupils' needs into account (e.g. toileting, aversion to noise). We currently have an additional teaching assistant for PE who is able to provide 1:1 or small group support for pupils with SEND. Middle Barton School does not tolerate any form of discrimination, and any incidents are recorded and dealt with effectively, using a restorative justice approach