

# Middle Barton School

## SEN Information Report 2015-2016



**SENCo:** Mrs Katie Smith

**SEN Governor:** Mrs Theresa Collins

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**Local Offer Information:** <https://www.oxfordshire.gov.uk/cms/content/introduction-send-and-local-offer>

**SEN Policy:** available from SENCo, school office or:  
<http://www.middlebartonschool.co.uk/#!/sen-information/c5t1>

**SEN handbook for parents and carers:** available from SENCo, school office or:  
[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 receiving SEN support:** 11

### 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
- 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 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 closely with other agencies, including speech therapists, PSA (Parent Support Advisor), the educational psychology service, school counsellor and CAMHS, to develop the support we are able to provide and to assist with target-setting and intervention work
- A clear and regularly reviewed anti-bullying policy aimed at ensuring Middle Barton School is welcoming and inclusive to all pupils, regardless of any difficulties they may face

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

**Assess:** Discussions between the class teacher/key staff and SENCo, 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 SENCo 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 make look at data and talk with the pupil. 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.

### **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

**Cognition and Learning:**

Quality First Teaching  
Access to SENSS Team  
Access to an Educational Psychologist  
Accelerate/Accelerwrite (individual reading and spelling support)  
Direct Phonics (individual/group support)  
Every Child a Counter style support (group/individual support)  
Launch into reading success (phonological awareness, group)  
Numbers and Patterns (group support)  
Paired reading  
Power of One (individual support)  
Precision teaching (individual word reading )  
Rapid Maths (intervention programme)  
Reading Recovery Programme using graded phonic books (intervention programme)  
Success Maker (intervention programme)  
1st Class @ Number (intervention programme)  
1st Class @ Writing (intervention programme)  
Write from the Start (handwriting, individual)

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

Counselling  
Individual Support Plan or a Pastoral Support Plan  
Individual visual timetable  
Nurture groups  
Planning for transition times  
Risk assessments  
Access to PCHAMS

**Sensory and Physical Needs:**

Disabled toilet and changing facility  
Alternatives to traditional written formats considered, i.e. typing up work  
Fine and Gross motor skill support (individual/group support)

**Supporting the Wellbeing of Children**

Pupils are involved in writing the Pupil Profile alongside their teacher and parents. Their views are valuable when devising strategies to support learning. Pupils may also write, with or without support, a pupil profile of their own detailing their strengths and areas for development and details of how they like to be supported.

Middle Barton School has an inclusive ethos whereby all pupils are taught by their own class teacher for maths and literacy. Additional support, such as interventions, always take place outside of these lessons so that every pupil experiences the best quality teaching from their own class teacher.

## **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:

National Award for Special Educational Needs (NASENCo) qualified Special Educational Needs Co-ordinator (SENCo) who is also a trained 'Numbers Counts' teacher  
Teachers with training in areas of SEN  
Trained teaching assistants that can deliver specific interventions, under the direction of your child's teacher

Externally:

Educational Psychologist (This is a traded service and the school can buy into it, if required).  
Special Educational Needs Support Service (SENS) : 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  
PSA (Parent Support Advisor)  
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 SENCo 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. Parents are always welcome to talk to their child's class teacher or to the SENCo 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 SENCo's direction. Some teaching assistants may work with small groups or support one child. The SENCo monitors the frequency and effectiveness of each intervention.

Class teachers and teaching assistants are trained in specific areas of SEN and have regular opportunities to develop specific skills further by participating in courses. The SENCo holds the National Award for Special Needs Coordination and also trains regularly in specific areas of SEN and SEN provision.

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

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 SENCo. 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. The SENCo also has good links with the secondary school SENCos in the area and can arrange visits for the families to help with the transition.

### **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.