

Special Educational Needs (SEN) Information Report

Owston Park Primary Academy



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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

https://spaces.schoolspider.co.uk/uploads/524/page/28741934_page_file.pdf

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties

Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Attachment and trauma
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Amanda Luke, who can be contacted via the school office on 01302 722271.

Mrs Luke has over 8 years of experience in this role and have also worked as a class teacher, SENCO, deputy headteacher and assistant headteacher in our school over the last 20 years. She is a qualified teacher.

Mrs Luke attends regular local and national training to ensure she is informed about developments in SEN.

SEN Admin

Parents can also contact Mrs Ellery in school. They have worked in school for over a year and can often answer queries about other agencies such as school nurses, parenting courses and other early help services.

Parents can contact Miss Stratford, our Safeguarding and Inclusion Officer, for queries regarding Early Help. Miss Stratford is able to complete early help assessments to support our families.

Class/subject teachers

All of our teachers receive in-house SEN training often from outside agencies, external training where appropriate, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of over 30 TAs, including three higher-level teaching assistant (HLTAs) who are trained to deliver SEN provision.

We have some teaching assistants who are trained to deliver interventions such as Literacy Gold, Turnabout, Dynamo Maths, Colourful Semantics, Precision Teaching and speech and language interventions. TAs have

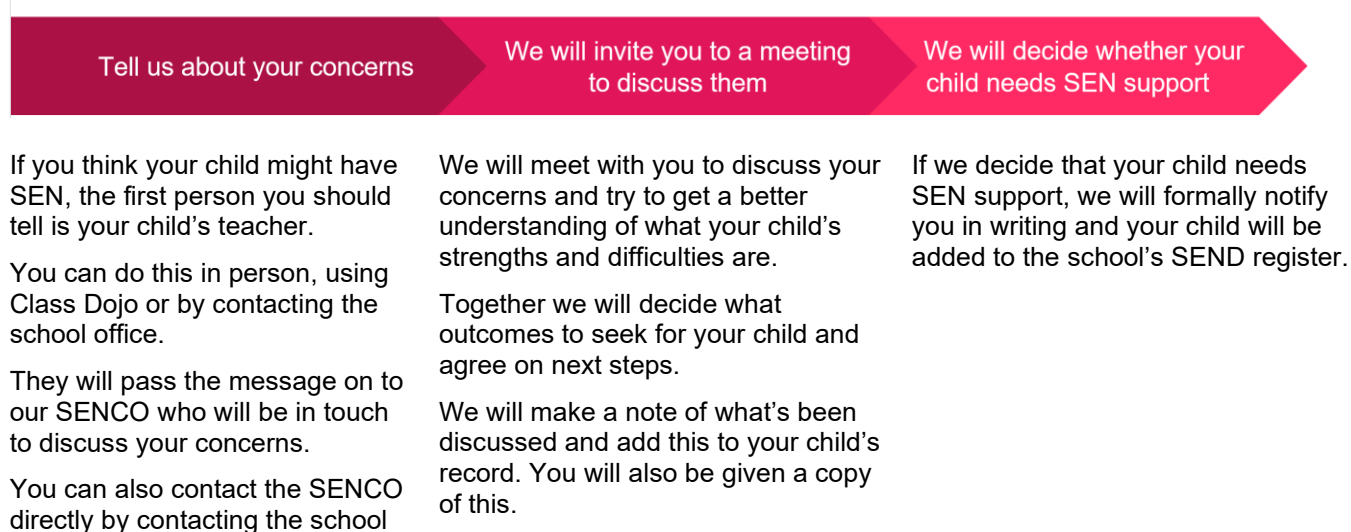
been trained in Team Teach, first aid, Zones of Regulation, and strategies to support non-verbal children and those children with autism or ADHD.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Autism and social communications education and training service (ASCETS)
- Behaviour outreach service (BOSS)
- Early years inclusion team
- Special education needs and disabilities information, advice and support service (SENDIAS)
- Occupational therapists
- GPs or paediatricians
- School nurses
- Virtual school for looked after children
- Service for children with a hearing impairment
- Service for children with a vision impairment
- Special school outreach service
- Local authority SEN team
- Child and adolescent mental health services (CAMHS)
- With Me In Mind (a mental health support team that supports children and young people aged 5 to 19)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?



office.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include speech development, understanding of language, concentration levels, levels of engagement as well as academic development such as reading, writing and number work.

If the teacher notices that a pupil is not making expected progress, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

Your child's class/form teacher will meet you termly to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and needs. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Create a visual representation such as a drawing or poster
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will personalise learning or adapt (adaptive teaching) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum: we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Personalising our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils in small groups and on a 1-to-1 basis when necessary
- We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Pencil grip Assistive technology Coloured overlays Pre-teaching Alternative recording methods

	Moderate learning difficulties	Writing slope Pencil grip Assistive technology Coloured overlays Pre-teaching Alternative recording methods
Social, emotional and mental health	ADHD, ADD	Quiet workstation
	Adverse childhood experiences and/or mental health issues	Nurture groups
	Attachment and trauma	Nurture groups
Sensory and/or physical	Hearing impairment	Makaton
	Visual impairment	Enlarged print
	Multi-sensory impairment	Chew buddy Wobble cushion Weighted blanket
	Physical impairment	Follow advice of external professionals

These interventions are part of our contribution to Doncaster City Council's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions each term
- Collecting pupil voice
- Monitoring by the SENCO
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff

- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip(s).

All pupils are encouraged to take part in sports days, school plays and any additional events in school

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

- All our school admissions are co-ordinated by Doncaster City Council.
- Where a child has an EHCP, their admission into a school will be co-ordinated by Doncaster City Council's SEN team.
- We follow the Doncaster Council admission and appeals policies to ensure a fair process for every pupil.

13. How does the school support pupils with disabilities?

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide. We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

Please see our full Accessibility Plan here:

https://spaces.schoolspider.co.uk/uploads/524/page/28319968_page_file.pdf

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEMH are encouraged to engage in all areas of school life
- We provide extra pastoral support for listening to the views of pupils with SEMH needs
- We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. Please see our Anti-Bullying Policy here:

https://spaces.schoolspider.co.uk/uploads/524/page/28691245_page_file.pdf

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

On entry to the Foundation stage we offer...

- Taster sessions
- Parent information meeting
- Home visit
- Visit by staff to current setting
- Transition meetings with key professionals
- Transition visits

Transition to Secondary School.

- Visits by Secondary staff
- Secondary staff attend SEN meetings
- Liaison visits with SENCO, Class teacher, Parents and other key professionals
- Visits to the school
- Additional visits with learning mentor/key worker
- Education, Health and Care Plan reviewed in the Autumn Term prior to transfer
- Transition plan for vulnerable pupils

Between year groups in our school

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Transition week
- Additional transition visits
- Transition booklet/ photos to take home

16. What support is in place for looked-after and previously looked-after children with SEN?

The designated teacher for looked-after and previously looked-after children is Mrs Joanne Semley. She can be contacted via the school office on 01302 722271. She provides support and training to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision are logged on the school system and parents are invited to discuss the complaint with the SENCO and relevant staff members. If necessary, a further meeting with the Headteacher (Mrs Semley) will be arranged.

They will then be referred to the school's complaints policy -

https://spaces.schoolspider.co.uk/uploads/525/page/28288645_page_file.pdf

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Doncaster's SENDIAS service support parents with this process and can be contacted on:

- **Tel:** 01302 736920
- **Email:** sendias@doncaster.gov.uk

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Doncaster City Council's local offer. Doncaster City Council publishes information about the local offer on their website: <https://www.doncaster.gov.uk/services/schools/local-offer-send>

Our local special educational needs and disabilities information advice and support services (SENDIASS) can be contacted on:

- **Tel:** 01302 736920
- **Email:** sendias@doncaster.gov.uk

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan

- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **WMIM – With Me in Mind** a mental health support team that supports children and young people aged 5 to 19
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages