



St Blaise Church of England Primary School

Exploring and achieving as we grow together

Special Educational Needs (SEN) Information Report

Together we love and respect. We are creative, we are determined, we are confident, we are kind.

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Headteacher: Ruth Leach
Chair of Governors: Linda Shatford
Lead Governors: Inclusion – Linda Shatford, Fiona Morgan

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The Lord God made all kinds of beautiful trees grow there and produce good fruit with seed in it according to their kinds and God saw that it was good.

(Genesis V1&2)

We see our school as an orchard of fruitful trees – the children: with staff, governors, parents, carers and the wider school community working together nurturing - providing the right conditions for ‘every tree’ to grow and flourish. Our SEN provision is based on wanting the best for every child in our school and is at the heart of our inclusion principles.

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)
Sensory and/or physical	Hearing impairments
	Multi-sensory impairment
	Physical impairment
	Visual impairment

2. WHICH STAFF WILL SUPPORT MY CHILD, AND WHAT TRAINING HAVE THEY HAD?

Our special educational needs co-ordinator - SENCO



Our SENCO is Ruth Leach who is also the Headteacher.

Ruth has fourteen years' experience in this role and has worked as class teacher across all of the primary age groups.

Ruth achieved the National Award in Special Needs Coordination

She has also trained in:

Autism Level 2 and helped deliver the SWIFT Autism program, Team Teach, Trauma Therapy basic training.

As SENCO she currently allocates one day a week to manage SEN provision.

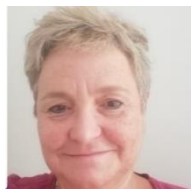
Assistant SENCO and HLTA



Our assistant SENCO is Rachel Darby. Rachel has 18 years' experience in this role and has also worked as a Higher Level Teaching Assistant (HLTA) across the primary range.

Rachel has undergone:

Team Teach training, Draw and Talk therapy, Restorative Justice training



We have additional assistant SENCO support from Katie Sinclair who works with the school on specific projects. Katie has been a TA and operational SENCO for many years in large primary schools. Katie is trained in the delivery of:

Fischer Family Trust, Lego Therapy, Precision Teaching, Language for Thinking, Every Child a Writer (Year 3 and 4) and Social Stories and various phonics schemes.

Class Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

During 2022-23 all class teachers completed level 2 autism training.

Teaching Assistants (TAs)

We have a team of full-time and part-time TAs; full time equivalent of 8. They are trained to deliver a number of different interventions, for example: Draw and Talk, Trauma therapy, Lego therapy and Neli (Nuffield Early Language Intervention).

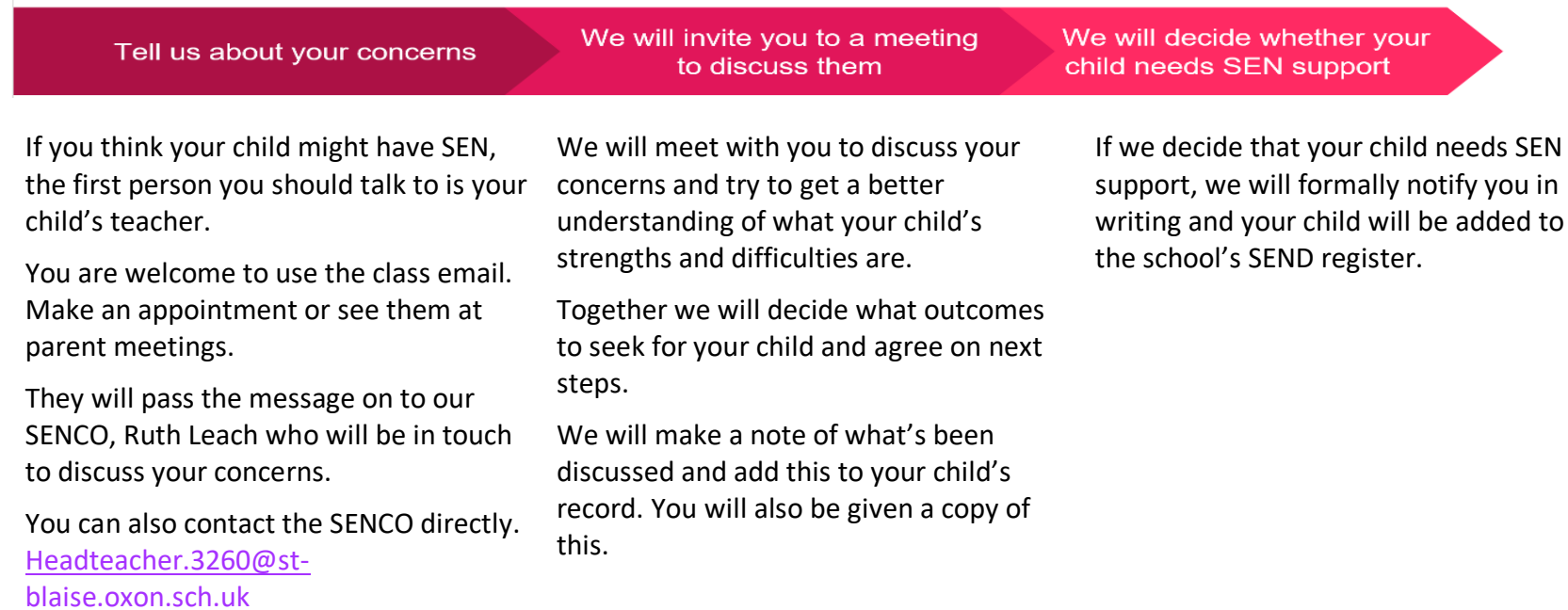
In 2022-2023, TAs have been trained in Rocket Phonics across EYFS and KS1, as well as booster support for KS2. Autism level 2 training has taken place for all TAs.

External agencies and experts

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
- Occupational therapists
- GPs or paediatricians
- School nurses and health visitors
- Child and adolescent mental health services (CAMHS)
- Social services and other LA-provided support services
- ARCh – reading volunteers (Assisted Reading for Children in Oxfordshire)
- Reading Dog
- Point 5 – Behaviour support service
- Trusthouse reading organisation

3. WHAT SHOULD I DO IF I THINK MY CHILD HAS SEN?



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 school work or socially. This might include termly curriculum assessments, specific reading, spelling and behaviour assessments. It may be something the class/school team observe during lesson or breaktimes.

If the teacher notices a pupil is falling behind, 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 tuition 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 or SENCO assistant 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 the class teacher to complete relevant descriptors. These will also be completed by the parents/ carers.

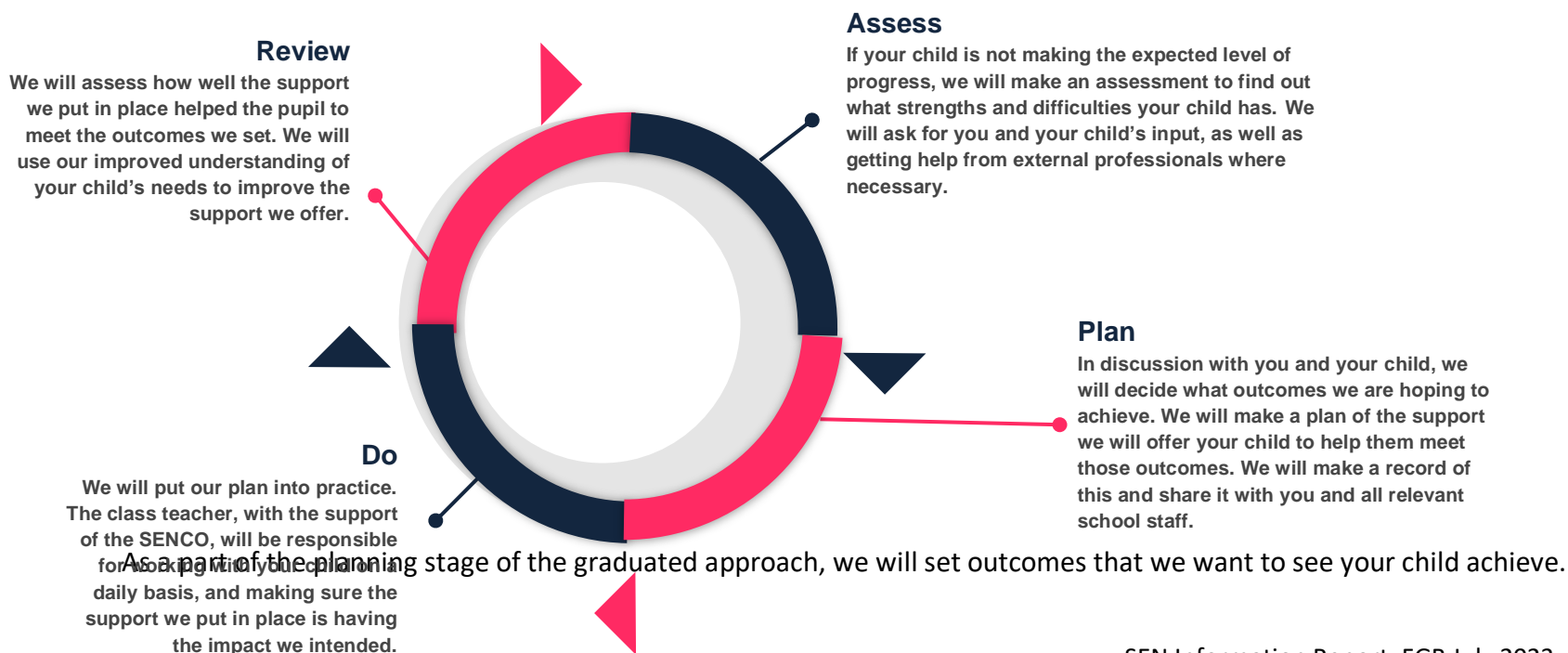
The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. This will be discussed with you, and you will have the outcome of the decision in writing.

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. At St Blaise we call this a Pupil Profile.

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**.



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.

Where possible we track your child's progress towards the outcomes. We record this on an intervention tracker which from September 2023 will be part of your child's pupil profile.

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?

We will provide termly SEN meetings where we will update targets and review your child's profile. Before this meeting targets will be assessed and we will update pupil voice.

Your child's class teacher will meet you three times a year 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 you are the expert when it comes to your child's needs and aspirations. We therefore 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. On the profile we record 'parent voice', this is what you have to say. This can be updated at any time.

After any discussion we will make a record of 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 by booking an appointment with the office or emailing them on their class email address.

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 level of competence. We recognise that no two 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
- Discuss their views with a member of staff who can act as a representative during the meeting – complete a pupil voice with them. At St Blaise we often use The Three Houses document – The House of Good things, of Worries and of Dreams- pupils write or draw their thoughts and ideas.

8. HOW WILL THE SCHOOL ADAPT ITS TEACHING FOR MY CHILD?

Class teachers are 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 differentiate (or adapt) how we teach to suit the way the pupil works best. There is no 'one-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.

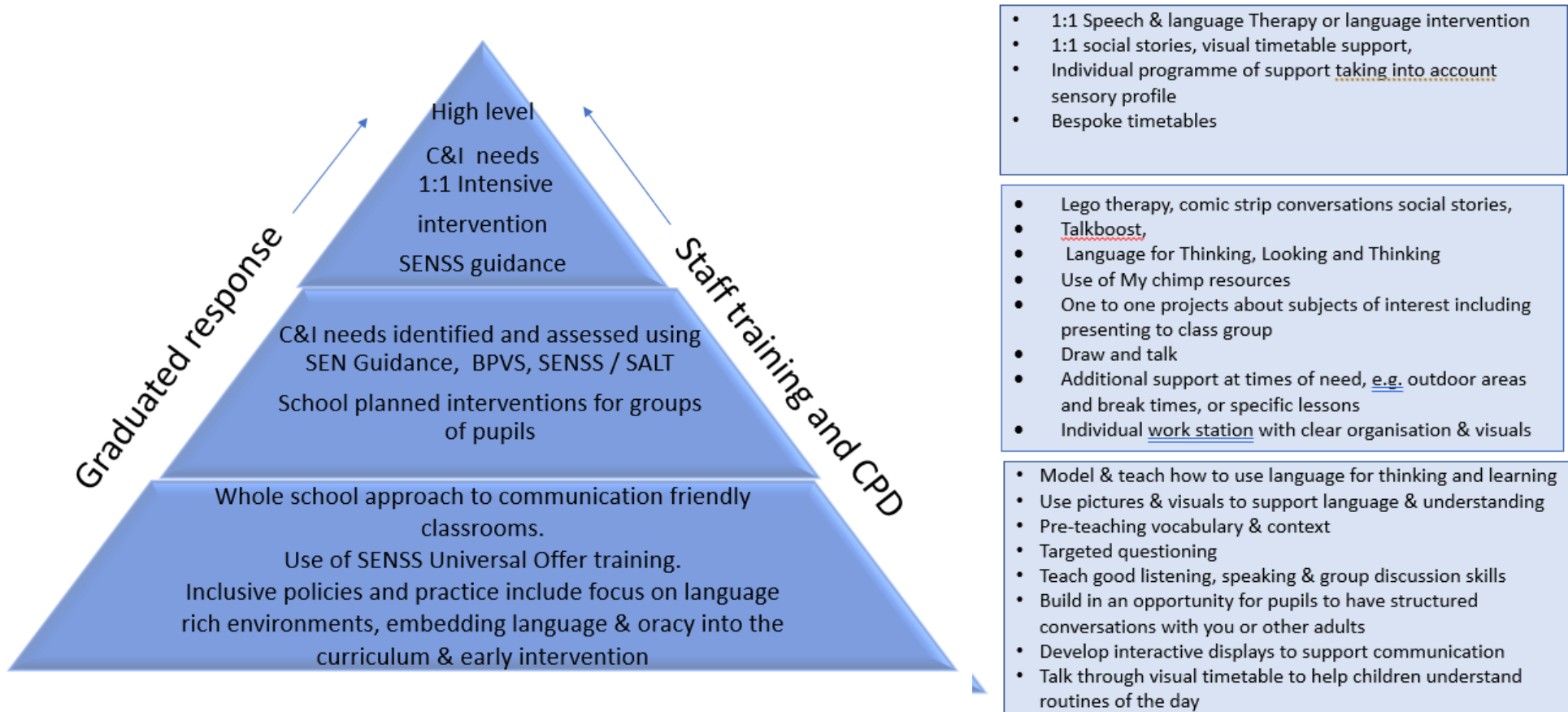
These adaptations include:

- Differentiating 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.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font.
- Teaching assistants will support pupils on a 1-to-1 basis when needed.
- Teaching assistants will support pupils in small groups to run interventions, top-up teaching and pre-teach
- One to one gap fill teaching may take place for short periods or where there are misconceptions

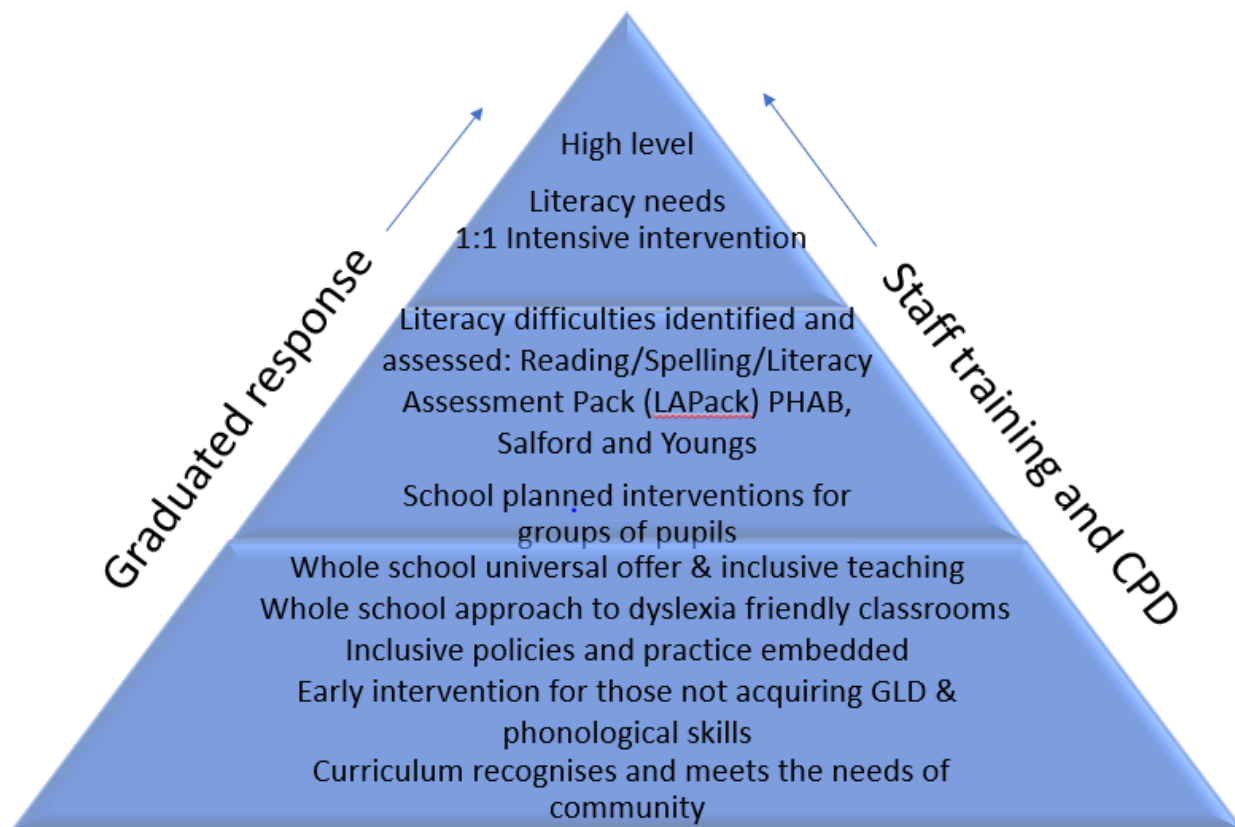
Whilst providing for your child's needs, we will also make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

Details follow on the interventions which may be used targeting the different areas of need. These interventions are part of our contribution to Oxfordshire's local offer.

Communication & Interaction Provision



Cognition & Learning - Literacy Provision

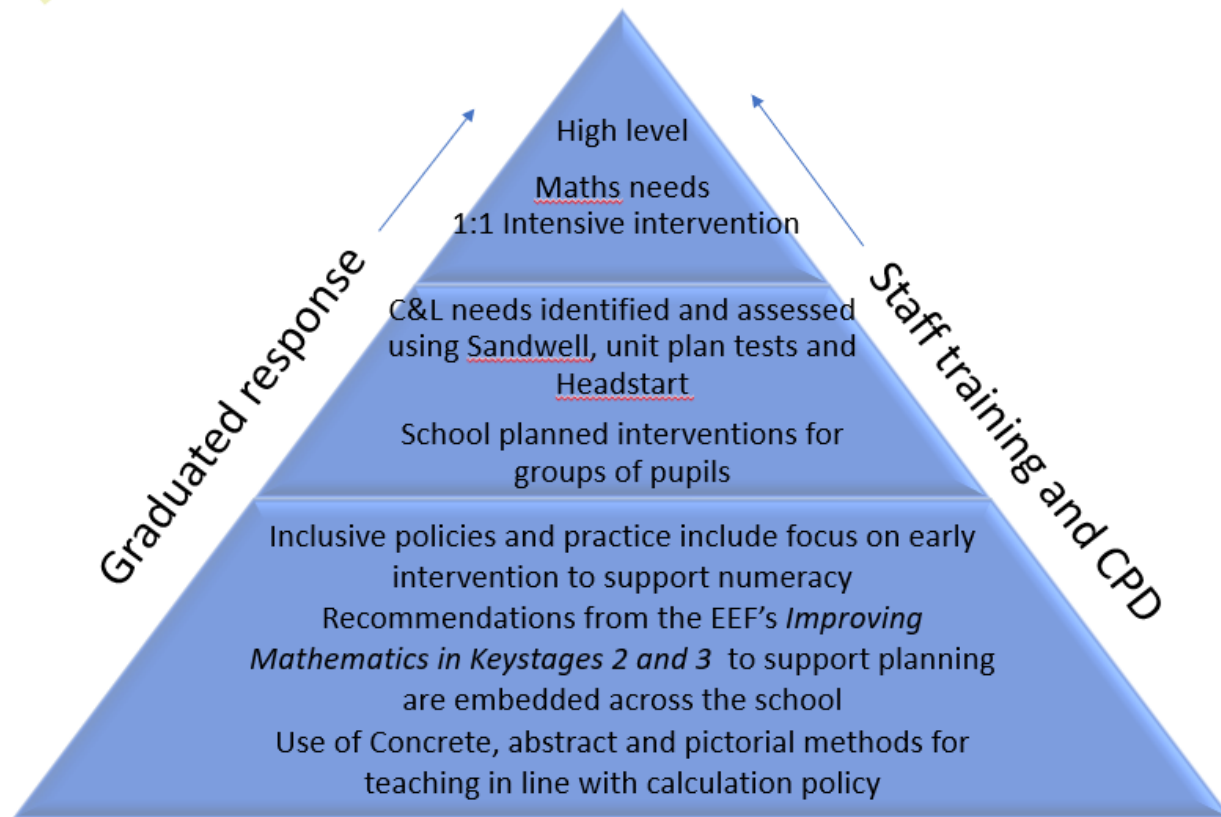


- Project X
- FFT Reading Programme
- Personalised 1:1 provision based on needs analysis

- Reading and Thinking
- Precision Teaching
- Rocket Phonics catch up intervention
- Toe by toe
- Daily reading
- 1:1 Comprehension
- ARCH – reading
- Reading dog

- Ensure classroom practice is inclusive and provides scaffolding for children with literacy difficulties, e.g.:
- Break down tasks into manageable chunks
 - Provide and model the use of resources for supporting phonics and spelling
 - Support vocabulary development
 - Provide multi-sensory activities to support children's learning

Cognition and Learning – Maths Provision



- 1:1 maths teaching tailored to child's needs.

Group maths interventions e.g.:

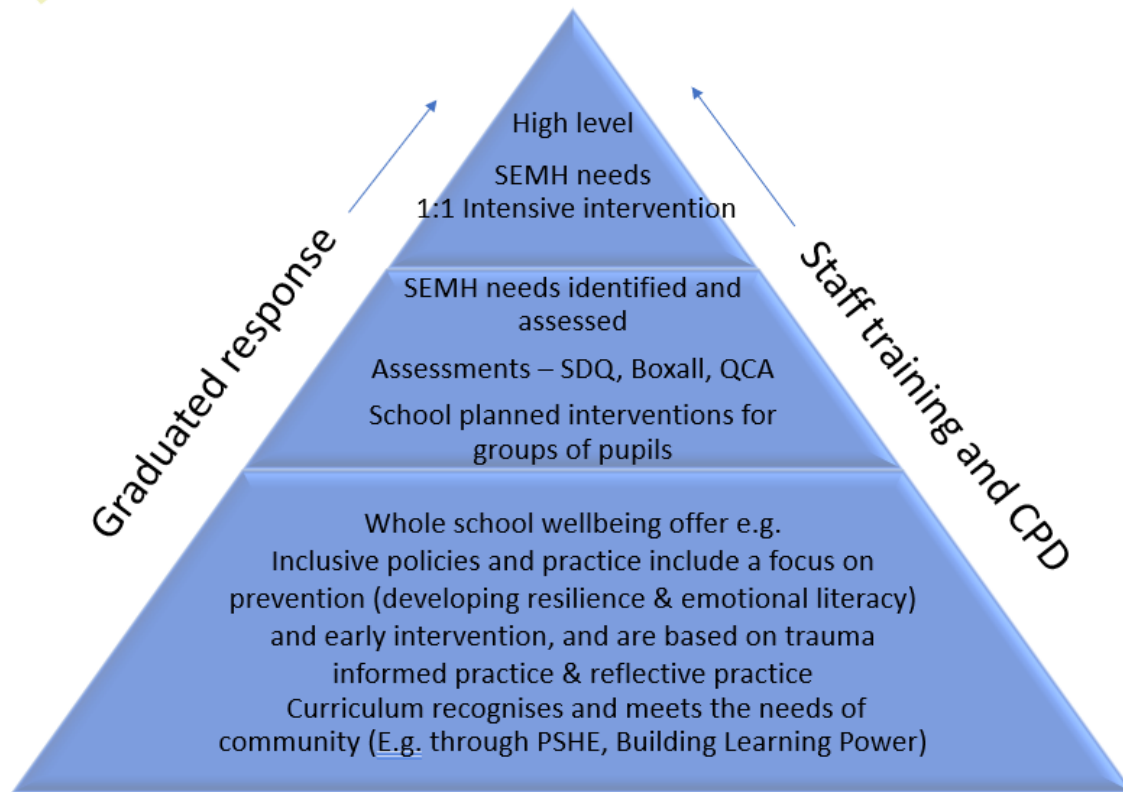
- Number box
- Spot on number (new – 2023-24)
- Numskills
- Power of 2
- Number stacks

Support pupils to understand how interventions are connected to whole class instruction

Ensure classroom practice is inclusive and provides scaffolding for children with maths difficulties, e.g.:

- Ensure easy access to maths equipment
- Emphasise the many connections between mathematical facts, procedures, and concepts,
- Model use of resources & concrete reference materials e.g. a number square or calculator
- Use counting activities to develop the understanding of the patterns in number
- Provide multi-sensory activities to support children's learning
- Teach pupils to follow a given method with steps for problem solving
- Use arrows to explain direction of computation
- https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf

Social Emotional Mental Health Provision - 3 waves of support

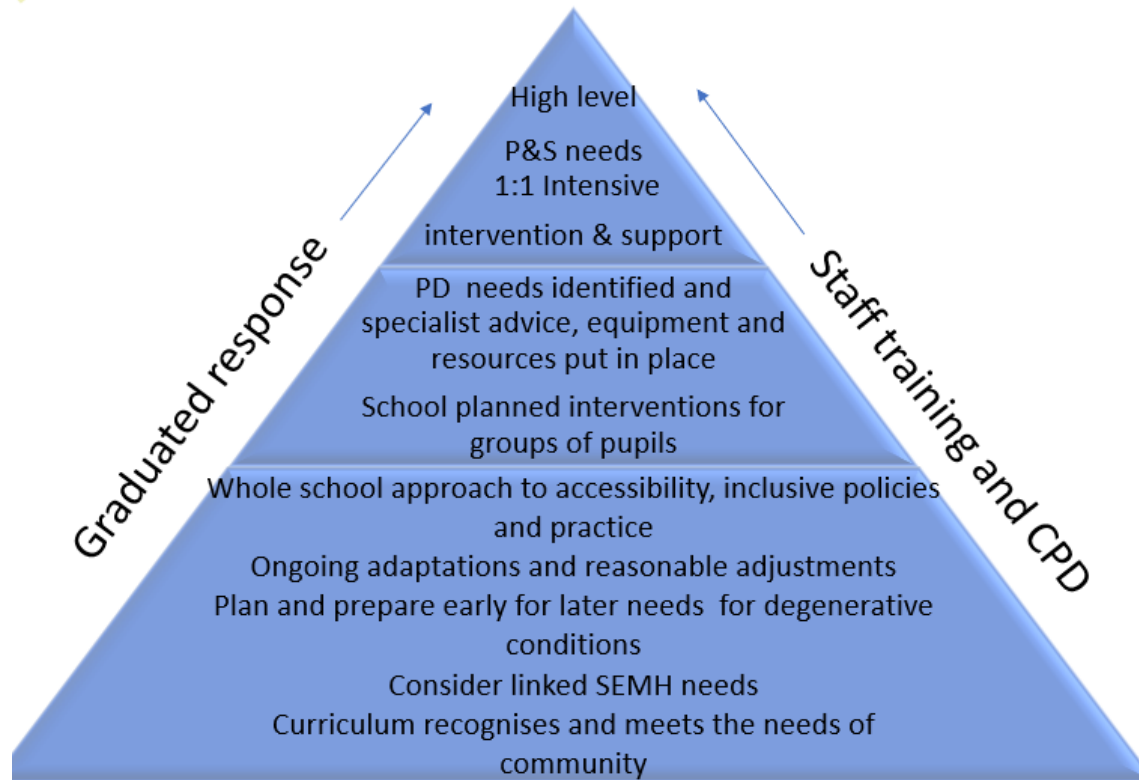


- Therapeutic mentor space and staff
- Individual therapies
- Individual programme of support
- Bespoke timetables
- Inclusion Support Plan (ISP), behaviour support plan(BSP), Risk Assessment, Pastoral Support Plan (PSP)
- The nest space

- 1:1 and small group support
- Nurture group, SEAL groups, Emotional literacy groups,
- Inclusion Support Plan (ISP)
- Parents groups - SWIFT

- Attachment aware/trauma informed school
- Nurturing school
- Collaborative reflective practice
- Emotion coaching
- CAMHs PEP training
- Restorative Justice approach
- Breakfast Club, lunch club /safe space
- Calm boxes, worry monsters, Zones of Regulation

Physical and Sensory Provision - 3 waves of support



- 1:1 Physio or Occupational Therapy
- Specialist equipment, e.g. HI, VI,
- Individual classroom provision

Occupational Website Activities

<https://www.oxfordhealth.nhs.uk/childrens-occupational-therapy/resources/>

- Ensure classrooms and school areas are calm and organised.
- Ensure equipment is easily accessible
- Ensure furniture is arranged to accommodate free movement
- Provide support for organisation and executive functions.
- <https://pdnet.org.uk/resources/standards/>

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-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 after a mixed number of weeks (intervention dependents)
- Using pupil voice and questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care plan -EHCP)

10. HOW WILL THE SCHOOL RESOURCES BE SECURED FOR MY CHILD?

Each academic year the SENCO/Headteacher and governors carefully consider the way we spend SEN funding. We create a separate document (The SEN Strategic Plan) which is reviewed twice during the year. We use information from the Educational Endowment Foundation to ensure we are using current evidence and thinking.

When a pupil has allocated funding through EHCP this may include:

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

We consult with external agencies to get recommendations on what will best help your child access their learning.

11. HOW WILL THE SCHOOL MAKE SURE MY CHILD IS INCLUDED IN ACTIVITIES ALONGSIDE PUPILS WHO DON'T HAVE SEND?

All pupils are encouraged and supported to take part in all activities. Our schemes of work take into account the need for inclusion.

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 trips to Court Hill in Beech class and Woodlands in Maple class.

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 are included.

12. HOW DOES THE SCHOOL MAKE SURE THE ADMISSIONS PROCESS IS FAIR FOR PUPILS WITH SEN OR A DISABILITY?

Our arrangements for the admission of prospective pupils with a disability and prospective pupils with SEN lies with the local authority who fully control our admissions.

<https://www.oxfordshire.gov.uk/residents/schools/apply-school-place>

13. HOW DOES THE SCHOOL SUPPORT PUPILS WITH DISABILITIES?

All pupils are welcome at Saint Blaise. We ensure that we continually review our accessibility policy which can be found on our website.

<https://www.st-blaise.oxon.sch.uk/wp-content/uploads/2022/01/Accessibility-Policy-Dec-2021-1.pdf>

We also have an equality policy.

<https://www.st-blaise.oxon.sch.uk/wp-content/uploads/2020/07/Equality-Policy-July-2020.pdf>

Any pupils with specific disabilities will have a planned approach to meeting their needs. We will work with relevant services to ensure that the environment is ready and that staff are trained to meet needs. We have recently supported pupils with dwarfism and hearing impairments. We make sure that families and pupils are integral in conversations about needs. We ensure that we constantly review our offer.

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:

- We provide additional pastoral support through Draw and Talk therapy and trauma therapy sessions
- We use the Colour Monster book for the basis of our Reception and KS1 behaviour teaching. We use Zones of Regulation across KS2

- We encourage pupils to attend a variety of after-school clubs
- Pupils take part in a number of productions that we put on each year. They are inclusive of all. The KS2 production takes pride in making sure all pupils participate raising their confidence and enjoyment of being part of a production
- We provide extra pastoral support for listening to the views of pupils with SEN by making sure pupil voice is taken three times a year and added to pupil profiles
- We have a 'zero tolerance' approach to bullying. We hold three events a year covering anti-bullying week and online safety days
- Parents are supported through a SEND parent group and half-termly meetings
- The Headteacher/SENCo and a governor hold half-termly drop-in coffee morning sessions, where they are available to discuss any matters

15. WHAT SUPPORT WILL BE AVAILABLE FOR MY CHILD AS THEY TRANSITION BETWEEN CLASSES OR SETTINGS OR IN PREPARING FOR ADULTHOOD?

Between years

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 final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Find opportunities throughout the year for pupils to visit their next class and form relationships
- Carefully consider support staff and where they are timetabled

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support. SENCO and parents will visit the new school and ensure that there is a good understanding between parents and the new school so that positive relationships thrive.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Additional visits
- TAs supporting pupils with bus travel and canteen environments

16. WHAT SUPPORT IS IN PLACE FOR LOOKED-AFTER AND PREVIOUSLY LOOKED-AFTER CHILDREN WITH SEN?

The SENCO Mrs Leach makes sure 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?

<https://www.st-blaise.oxon.sch.uk/wp-content/uploads/2023/06/Complaints-Policy-and-Procedure-2023.pdf>

Complaints about SEN provision in our school should be made to the headteacher in the first instance. They will then be referred to the school's complaints policy.

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

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/resolving-disputes-mediation-complaints-and-appeals/complaints>

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 the Oxfordshire County Council website publishes information about the local offer on their website:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://www.sendiass-oxfordshire.org.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
- **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