
Special Needs & Disability Report 2018-19



Report: July 2018
Future Report: July 2019

2018 - 2019 Inclusion Report to Parents

Inclusion Manager: Anne Hipwell
Inclusion Link Governor: Anna Watkinson

Introduction

Woodstock CE Primary School is a fully inclusive school that is committed to providing the best possible education to all of its children regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs.

As a school, we work hard to effectively support and actively include all pupils, regardless of their individual needs and difficulties, and seek to remove barriers to learning to help them to succeed.

This Report provides information regarding the many ways in which we ensure we support all of our children, including those with SEND. As a school, we constantly review and evaluate our practice to meet the changing requirements of individual children.

Currently (July 2018), we have 34 children on the school's SEND Register (Rec-Y6) who are identified as having an additional need. This is 10% of our pupil roll; this is below the National Average of 14.4%. We have two pupils with an EHCP and one pupil with a plan currently in draft form.

What are our school's admission arrangements for pupils with SEN or disabilities?

Woodstock Primary School welcomes all children regardless of special needs or disability. Pupils with additional needs may have extra visits before starting school and there will be close liaison with parents to ensure that the correct arrangements are in place. For further information on admissions, please refer to the Admission Policy on our website www.woodstock.oxon.sch.uk

What are our school's assess facilities for pupils with SEND?

We have a wide range of adapted resources to support differentiation of teaching and learning activities and our staff have high levels of expertise and know where to find information regarding inclusion of children with SEND.

Our building is accessible for wheelchairs and adaptations ensure that all areas of the school are safe and easy to get around for all our pupils. This year, pupils have used specialist furniture and we liaise with the Physical Development Team to ensure all needs are appropriately met.

How have the SEND reforms been implemented in our school?

We have been working under the new SEND Code of Practice for almost three years and our policies and procedures continue to focus on increased parental involvement in a child-centred process. Our new Pupil Profiles allow the child's voice to be at the heart of provision planning and give parents regular opportunity to contribute to the plan.

During 2017-18, we focussed on enhancing our procedures for pupils with medical needs, as this had been an area of growth within our school population. We worked to develop our Health Plans and Risk Assessments with parents to ensure all pupils' needs were identified and addressed within school.

We also focussed on Mental Health and Well-being across the school and our Nurture Lead completed her ELSA Training so that she was able to provide additional support for some of our most vulnerable pupils. Whole-staff training was provided to ensure staff had a clear understanding of the emotional needs of pupils and how to support them in school.

What areas of need exist in our school?

Woodstock Primary currently supports and has supported a number of children with a range of additional needs including:

- Specific Learning Difficulties such as Dyslexia, Dyspraxia and Dyscalculia
- Autism and Aspergers
- Moderate Learning Difficulties
- Speech, Communication and Language Difficulties
- Medical needs: Cystic Fibrosis, Pseudoarthroplasia, Arteriovenous Malformation, Ehlers-Danlos Syndrome, Hearing loss, Sight loss; and various allergies

Most children on the school's SEND Register have Cognition and Learning difficulties.

How are parents and pupils involved?

Parents are informed when school is making special needs provision for a child and are actively involved in decision making regarding SEND.

All pupils who are on the SEND Register have a carefully planned Pupil Profile, which lays out the strategies to support learning in class, additional support and intervention, and outcomes to be achieved over the year.

The views of pupils are important to the way in which we support them during their time at Woodstock Primary. We are constantly working to give all the children in our care as much involvement as possible in their learning, and to give them choices regarding their learning. Teachers include children's views in any discussion or reviews of the child's progress and needs.

Pupil Voice is something we take very seriously to ensure that children feel their needs are being best met for them to thrive with us.

Parents of children with SEND meet with their child's class teacher at least termly to review and set new Individual Pupil Profile targets drawing on current performance data. The SENCO is available to join meetings depending on the level of need and intervention in place.

Pupils with a Statement of SEN or an Education, Health and Care Plan (EHC Plan) would also have termly meetings with the SENCO and other professionals involved with their child, as well as an annual review meeting.

All parents receive regular communication from their child's class teacher, both formally in interim summary reports at the end of the Autumn and Spring Terms, and in the end of year reports; at termly Parents' Meetings; as well as informally via email, phone calls or face-to-face. Parent Information Workshops (both Literacy and Maths) are held early in the new school year.

Class teachers and the SENCO are available to discuss any concerns you have. Meetings are available with them at any point throughout the year.

How is pupil progress and attainment tracked?

Three times a year teachers, the Headteacher and SENCO meet to look at pupil progress data. The data for each child is analysed via our on-line tracking system. The achievements and progress of each SEND pupil is discussed to ensure s/he is progressing well; provision to accelerate progress is carefully planned from these discussions.

How do we ensure inclusion?

Barriers to inclusion are identified in individual Pupil Profiles and are measures for their removal are put in place, to ensure that all pupils can participate fully in activities alongside other pupils. This may occasionally mean additional equipment or staff are required for certain activities or there may be a need for extra training or a risk assessment to ensure children are safe and well-provided for, especially if going on residential trips or taking part in extra-curricular activities. No pupil would be excluded from an activity where adjustments could be made for them to take part.

Anne Hipwell, SENCO, is a qualified, experienced teacher who gained the National SENCO Award in 2013; she is a member of the school's Leadership Team.

Are attendance levels amongst our SEND pupils good?

	Percent Overall Attendance		% Persistent Absentee – absent for 10% or more sessions	
	School 2017-18	National 2018	School 2017-18	National 2017
All pupils (Y1-Y6)	97%	96%	6%	6%
Pupils on the SEN Register (30)	94%	93.2%	16%	19%

The attendance of pupils on the SEND Register was slightly below their peers. The issue with persistent absentees has involved three families; one child has suffered significant health issues and was in hospital twice during the year, for the other two families we have been working closely with them to ensure pupils attend school and are supported through Nurture provision.

Were there any exclusions in the last academic year?

During the course of 2017-18 the school recorded two fixed-term exclusions for one pupil. External professionals have supported the provision for this child and staff have undertaken training in working with children who have been subject to multiple-trauma.

What is the attendance level of SEND pupils at school-run clubs?

Children have a core entitlement in terms of the curriculum. We work hard to make this broad, interesting and relevant. However, there are areas of learning that are not within the scope of the usual school day but which we recognise as being beneficial to our children. We aim to offer these extra opportunities through various types of provision delivered by school staff, external providers and independent clubs - all with a view to increasing the range of experiences that children have, enabling them to make informed choices for adult life.

By encouraging attendance at extra-curricular activities, we intend to:

- Enable children to sample from a range of activities and pursuits that will help them choose leisure activities for adult life.
- Enable children to have fun and enjoy a broad range of activities.
- Enable children to extend their enjoyment of particular areas of learning through more in-depth study and activity.
- Encourage children to develop friendships between age groups and work together co-operatively.

Last year the school worked closely with a parent to develop a wider range of after-school activities and to build relationships with many additional providers. Clubs now include activities such as sailing, sculling, karate, Musical Theatre, Spanish, photography, science and archery.

We monitor attendance by different groups (SEN, Pupil Premium and Minority Ethnicity) at after-school clubs.

	SEND (29)	PP (15)
Number pupils attending a club/clubs	25 (24)	11 (15)
Percentage pupils attending a club/clubs	79% (73%)	73% (100%)

(2016-17 figures in brackets)

It will be our aim for 2018-19 for all pupils to attend at least one after-school club.

What SEND funding do schools receive?

Government funding to school is based on three factors:

- **Core Education Funding**
The AWPU (Age Weighted Pupil Unit) – This is dependent on the total number of pupils in a school. Each pupil (both with and without SEN) is provided with a certain amount of funding to meet their educational needs.

- **Additional Support Funding (ASF)**

On top of the core education funding, schools are given an additional amount of funding to meet the special educational provision of pupils with SEN. This funding comes from a particular funding stream called either the designated schools grant or schools block. This funding forms part of a school's 'notional SEN budget'.

Currently, the government suggests that a school should use their notional SEN budget to fund up to £6,000 worth of special educational provision for a pupil with SEN. This is an average figure, as not all pupils with SEN require special educational provision beyond the amount of £6,000. It should heavily depend on the individual needs of each pupil with SEN. Additional support funding is used for pupils requiring special educational provision, including, for example, the commissioning of external experts such as therapists to attend a school and provide support.

- **Top-up Funding**

If a school requires funding that goes beyond the maximum £6,000 to provide a pupil's special educational provision, then depending on the assessed needs of the pupil concerned, the LA will provide the required funding from the LA's high needs block.

What was our SEND budget last year and how was it spent?

As a school, we prioritise spending to support the needs of our children who have additional educational needs and those who are at risk of underachieving. During 2016-17 we spent in excess of £180,000 on educational support staff to prioritise the needs of all pupils including those with special needs and disabilities; to purchase resources including new speaking and listening resources for EYFS; and to access support from outside agencies including input from The Mulberry Bush Outreach Team, the Mental Health and Well-Being training team and an Educational Psychologist. Our Inclusion Manager has half a day a week for management time to support her SEN work.

We receive top-up funding for two pupils and have secured EHCPs for two pupils, this part-funds addition support.

What was the impact of spending on progress for pupils with SEN?

Percentage of pupils meeting age-related expectation						
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Number pupils	0	3	4	7	5	8
READING		67%	50%	86%	40%	88%
WRITING		67%	25%	43%	60%	75%
MATHS		67%	25%	72%	20%	63%

What steps have we taken to prevent pupils with SEN from being treated less favourably than other pupils?

Each term an SEN provision map is created including the cost of a range of interventions. Each intervention carried out is baselined and re-assessed after ten weeks to determine the impact of this additional provision. Interventions provided have included:

- Accelerate, Accelwrite
- Precision teaching
- Read Write Inc sessions
- Rapid Readers
- Talk Boost
- Direct Phonics
- Toe by Toe
- Finger gym
- Spirals (Speech and Language programme)
- Nurture Support (Including ELSA support)
- Reading Recovery

What Multi-agency Support is available to support children with SEND?

There are a range of professionals and services that the school can call upon for advice and support in meeting the needs of a child with SEN or disabilities including:

- Speech and Language Therapists

- Communication & Interaction Support Service
- Educational Psychology
- CAMHS (Child and Adolescent Mental Health Services)
- Occupational Therapy
- Physical Development
- Autism Support
- Mulberry Bush Outreach Team
- Safeguarding: MASH (Multi Agency Safeguarding Hub) ; Child & Family Assessment Team
- Attendance Team
- ELSA and Nurture support
- School Nurse Service
- Health Visitor
- Early Years Team

The school can help parents get support from these teams if it is appropriate for the needs of their child. In some cases the child's GP can also make a referral.

What training is provided for staff?

We ensure the quality of teaching and learning for pupils with SEND are a core part of the school's performance management and professional development arrangements for all staff. Staff receive regular training on specific needs and conditions as they arise. In addition to training around medical conditions, all staff receive regular updates of SEND practice and regulation, appropriate methods for differentiation in the classroom and how to plan for inclusion of all pupils as part of our regular whole school staff meetings.

Training during 2017-18, both external courses and in-house, included:

- National Curriculum updates
- First Aid
- Read Write Inc training
- Specific Autism
- Data tracking Workshops
- Provision map training
- Pupil profile training
- Emotional Literacy Support Assistant Training (ELSA)
- Language and Communication training
- Safeguarding Generalist training
- Mental Health and Well-being training
- Working with children who have suffered multiple trauma
- Effective strategies for quality first teaching in every classroom, including specific guidance on dyslexia and ensuring dyslexia friendly environments.

How do we manage smooth transition between years and between settings?

We aim to make every pupil feel secure and confident for a smooth transition through the stages of their education.

Transition within our school is arranged to meet the needs of every child and we recognise that some children require more support at this time. For some children the process begins in early July with visits to the new class teacher and new classroom. For some children a transition book is created with photographs to help the child prepare over the summer holiday period.

Records for all children are passed on during discussion times between the present and new class teacher to ensure information is handed over and key information is shared.

We recognise that for any child, at any time, when there is transition to another school, it is very important that all the key information about the child is passed onto the receiving school. Usually a face-to-face meeting or telephone conversation will occur between teachers and the SENCO from each school to share vital information for inclusion.

What safeguarding measures are in place in our school?

Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted and where safeguarding is very effective. Leaders and staff work effectively with external partners to support pupils who are at risk or who are known to be vulnerable.

Headteacher, Lisa Rowe is the nominated Lead Professional responsible for Safeguarding and deals with all issues arising. Anne Hipwell, Inclusion Manager is fully trained and Deputy Safeguarding Lead. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation; each week our Staff Meeting agenda includes an item to give staff the opportunity to raise any safeguarding concerns. Policies and procedures are in-place within school to deal effectively with any safeguarding issues. Both the Headteacher and SENCO updated their Specialist Safeguarding training in April 2016. All staff, governors and regular volunteers receive Generalist Safeguarding training when they start at Woodstock Primary and then every three years.

All staff, governors and regular volunteers undergo enhanced checks by the government Disclose and Barring Service (DBS). Further, all Early Years staff and staff working with Foundation Stage children complete documentation in relation to the updated DfE Disqualification by Association guidance.

How are the governing body involved in our SEND provision?

Governors on the Finance & Personnel Committee review the school's spending regularly, and at termly meetings of the full Governing Body, governors receive a detailed SEND Report from the SENCO each term; they have opportunity to discuss its contents at meetings of the full Governing Body in the Autumn, Spring and Summer Terms. The Link Governor for SEND works closely with the SENCO and supports her in the achievement of targets in the School's Raising Achievement Plan (RAP) to constantly review and evaluate SEND provision for pupils.

What if I have a complaint?

If you are concerned with your child's progress, or you have any concerns regarding your child's education, your first step should be to talk directly to your child's class teacher about your concerns. If your concern is not resolved by the teacher, you should then ask for a meeting with the SENCO, Anne Hipwell who will do her best to help resolve the issue. The next step would be to meet with the Headteacher, Lisa Rowe, if the concern is still not resolved.

If this still does not resolve the issue, you may choose to make a formal complaint by putting it in writing addressed to the Headteacher. The school's Complaints Procedure is available on the school website and a hard copy can be obtained from the school office.

Where can I find further information on SEND?

Our SEND Policy, Leaflet for Parents, Accessibility Policy and Equality Policy can be downloaded or read online via our school website www.woodstock.oxon.sch.uk If you are unable to access our website or would prefer a hard copy of the Policy, please contact the school office.

If you wish to access the Local Offer from Oxfordshire County Council you can do so using the link <https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>

SENDIASS Oxfordshire offers informed and impartial support to parents/carers of children with SEN and/or disabilities, and children and young people with SEND. They can be contact by:

Telephone:	01865 810516	Text:	07786 524294
Email:	sendiass@oxfordshire.gov.uk		
Website:	https://www2.oxfordshire.gov.uk/cms/public-site/sendiass-oxfordshire		

If parents have any questions or concerns regarding SEND, they should contact Anne Hipwell via the school office.

Anne Hipwell, Inclusion Manager
July 2018