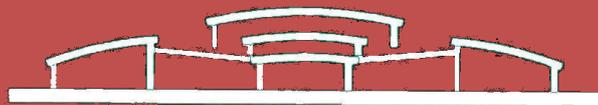


SEND Information Report

September 2018



Sandhills Community Primary School



1. What do we mean by the term Special Educational Needs and Disability?

The DfEs definition of Special Educational Needs from the Special Educational Needs and Disability (SEND) Code of Practice: for 0-25 years (2015).

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

Click here to read it: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

A child of compulsory school age has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

2. What are the four SEND Areas of Need?

“Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.”

The SEND Code of Practice outlines four areas of special educational need that include a range of difficulties and conditions:

i. Communication and Interaction

Some of the aspects of difficulty included in this area are:

Autistic Spectrum Disorder (ASD)

ASD is a relatively new term that recognises there are a number of sub-groups within the spectrum of autism. Pupils with ASD find it difficult to:

- understand and use non-verbal and verbal communication
- understand social behaviour, which affects their ability to interact with children and adults
- think and behave flexibly, which may be shown in restricted, obsessional or repetitive activities.

Pupils with ASD cover the full range of ability and the severity of their impairment varies widely. Some pupils also have learning disabilities or other difficulties, making diagnosis difficult.

Pupils with Asperger's syndrome should be recorded in this category. These pupils share the same triad of impairments but have higher intellectual abilities and their language development is different from the majority of pupils with autism.

Further information can be found at:

<https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/advice.page?id=VtJUUJosiPg>



Speech, Language and Communication Needs (SLCN)

Children and young people may have a range of difficulties with speech and language, some of which may resolve as the student develops.

For some children, such difficulties may be confined to their production of speech. For others, it may be hard to find the right words or to join them together meaningfully in expressive language. They may have problems in communicating through speech and may find it hard to acquire language and express thoughts and ideas or in understanding and using appropriate language for social interaction.

The fact that a child or young person may understand and speak English as an additional language does not in itself constitute a speech and language difficulty. It is important to note, however, that different languages have different structures/phonologies (sound systems) which can sometimes cause initial short-term difficulties.

Further information can be found at:

<http://www.oxfordhealth.nhs.uk/children-and-young-people/oxon/integrated-therapies/slt/>

ii. Cognition and Learning

Some of the aspects of difficulty included in this area are:

Attention deficit hyperactivity disorder (ADHD)

Attention Deficit Hyperactivity Disorder is a complex condition can seriously affect a child's concentration, behaviour and learning. A child with ADHD will often feel easily bored, may be distracted by unimportant sounds and sights, be impulsive and find it hard to sit still. This impacts on their learning as they can find it very hard to concentrate for the periods of time needed to complete tasks. Consequently, the work that they produce may not necessarily reflect their true ability.

Further information can be found at: www.addiss.co.uk

Moderate Learning Difficulty (MLD)

Pupils with MLDs will have attainments significantly below expected levels in most areas of the curriculum despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the National Curriculum.

They should only be recorded as MLD if additional educational provision is being made to help them to access the curriculum. Pupils with MLDs have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have an associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Further information can be found at: <https://www.nhs.uk/conditions/learning-disabilities/>

Profound and Multiple Learning Difficulty (PMLD)

Pupils with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation and a



curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language.

Severe Learning Difficulty (SLD)

Pupils with Severe Learning Difficulties (SLD) have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills. Pupils with severe learning difficulties will need support in all areas of the curriculum.

They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations.

Specific Learning Difficulty (SpLD)

“A child or a young person with a Specific Learning Difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing).” (SEN Code of Practice)

Dyscalculia

Pupils with dyscalculia have difficulty in acquiring mathematical skills. Pupils may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

Further information can be found at: <https://www.bdadyslexia.org.uk/dyslexic/maths-difficulties-dyscalculia>

Dysgraphia

People with dysgraphia are affected by an extreme difficulty with fine motor skills and can have trouble organizing letters, numbers and words on a line or page. This can result partly from:

- Visual-spatial difficulties: trouble processing what the eye sees
- Language processing difficulty: trouble processing and making sense of what the ear hears.

Further information can be found at: <http://www.dysgraphiahelp.co.uk/>

Dyslexia

Pupils with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas. Pupils may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation, and in remembering sequences of words. They may mispronounce common words or reverse letters and sounds in words.

Further information can be found at: <https://www.nhs.uk/conditions/dyslexia/>

Dyspraxia

Pupils with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may have poor balance and coordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc). Their articulation may also be immature and their language late to develop. They may also have poor awareness of body position and poor social skills.



Further information can be found at: <https://www.nhs.uk/conditions/developmental-coordination-disorder-dyspraxia/>

iii. Social, Emotional and Mental Emotional Health

Children with emotional difficulties include those who may be withdrawn or isolated, hyperactive and lack concentration; those with immature social skills and those presenting other difficulties arising other complex needs.

Some children may have emotional needs and/or social problems that interfere with their own ability to learn effectively. In some instances, the difficulties they experience may cause disruption to the learning of other children or young people.

Social difficulties, in this context, occur when students have problems managing interactions with others in school effectively and appropriately. They may have difficulty making the necessary adjustments to conform to the expectations of others in a variety of settings. The process is known as socialisation. Either difficulty may impact substantially on the child's ability to learn.

Further information can be found at: <https://www.nhs.uk/using-the-nhs/nhs-services/mental-health-services/child-and-adolescent-mental-health-services-camhs/>

Some of the aspects of difficulty included in this area are:

Adjustment Disorders

A child suffering from an Adjustment Disorder may have witnessed a stressful event or had a big change in their normal lifestyle. This could then have an adverse reaction on their emotional health and/or behaviour.

Anxiety Disorders

A child suffering from an Anxiety Disorder may be prone to frequent panic attacks. Here the child may complain of physical symptoms such as headaches or stomach aches. The child may also display inappropriate emotional responses, such as outbursts of laughter or crying out of context

Further information can be found at: <https://www.nhs.uk/conditions/anxiety-disorders-in-children/>

Obsessive-Compulsive Disorder ('OCD')

A child suffering from EBD may also have an Obsessive Compulsive Disorder (OCD). Here the child can display recurrent and persistent obsessions or compulsions. Behaviours may include repetitive hand washing, counting, and/or repeating words or phrases.

Further information can be found at: <https://www.nhs.uk/conditions/obsessive-compulsive-disorder-ocd/>



iv. Sensory and/or Physical

Some of the aspects of difficulty included in this area are:

Hearing Impairment (HI)

Pupils with an HI range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range.

For educational purposes, pupils are regarded as having an HI if they require hearing aids, adaptations to their environment and/or particular teaching strategies to access the concepts and language of the curriculum. A number of pupils with an HI also have an additional disability or learning difficulty. Hearing loss may be because of conductive or sensorineural problems and can be measured on a decibel scale. Four categories are generally used: mild, moderate, severe and profound. Some pupils with a significant loss communicate through sign instead of, or as well as, speech.

Further information can be found at:

<https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/service.page?id=coim31m0P8k>

Visual Impairment (VI)

A visual impairment is generally defined as an eyesight problem that cannot be corrected by wearing glasses or contact lenses or by surgery.

The terms partially sighted, low vision, legally blind, and totally blind are used in the educational context to describe students with visual impairments. They are defined as follows:

- "Partially sighted" indicates some type of visual problem has resulted in a need for special education;
- "Low vision" generally refers to a severe visual impairment, not necessarily limited to distance vision. Low vision applies to all individuals with sight who are unable to read the newspaper at a normal viewing distance, even with the aid of eyeglasses or contact lenses. They use a combination of vision and other senses to learn, although they may require adaptations in lighting or the size of print, and, sometimes, Braille;
- "Legally blind" indicates that a person has less than 20/20 vision in the better eye or a very limited field of vision (20 degrees at its widest point); and
- Totally blind students learn via Braille or other non-visual media.

Further information can be found at:

<https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/service.page?id=6wayeJFcWKg&disabilitieschannel=500>



Multi-Sensory Impairment (MSI)

Pupils with MSI have a combination of visual and hearing difficulties. They are sometimes referred to as deafblind but may have some residual sight and/or hearing. Many also have additional disabilities but their complex needs mean it may be difficult to ascertain their intellectual abilities. Pupils with MSI have much greater difficulty accessing the curriculum and the environment than those with a single sensory impairment. They have difficulties in perception, communication and in the acquisition of information. Incidental learning is limited. The combination can result in high anxiety and multi-sensory deprivation. Pupils need teaching approaches that make good use of their residual hearing and vision, together with their other senses. They may need alternative means of communication.

Further information can be found at:

https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/service.page?id=WWw-8CC_hr8&disabilitieschannel=500

Physical Disability (PD)

There is a wide range of physical disabilities and pupils cover the whole ability range. Some pupils are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have an SEN. For others, the impact on their education may be severe.

In the same way, a medical diagnosis does not necessarily mean a pupil has an SEN. It depends on the impact the condition has on their educational needs.

There are a number of medical conditions associated with physical disability that can impact mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, and muscular dystrophy. Pupils with physical disabilities may also have sensory impairments, neurological problems or learning difficulties.

Some pupils are mobile but have significant fine motor difficulties that require support. Others may need augmentative or alternative communication aids.

Further information can be found at:

<https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/service.page?id=Pt3NNmbgPUE>

Medical Needs

A medical diagnosis or a disability does not necessarily imply a special educational need (SEN). It may not be necessary for the child or young person with any particular diagnosis or medical condition to have any additional form or educational provision at any phase of education. It is the child's medical needs rather than a diagnosis that must be considered.

Some children may not require school-based SEN provision but they have medical conditions that, if not properly managed, could hinder their access to education.

Children and young people with medical conditions will include those with Asthma, Diabetes, Arthritis, Epilepsy, severe allergies, Incontinence, Eczema, Cystic fibrosis Tracheotomy, Colostomy and Ileostomy.



In such cases, school staff will take into consideration the medical guidance available.

3. How does Sandhills Primary School know if children need extra help?

The Sandhill's Community Primary school uses Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'.

The guidance sets out:

- How we identify if a child or young person has a special educational need.
- How we assess children and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs
- How we review progress and agree outcomes and involve you and your child in this.

Click here to read it:

<https://www2.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>

Information about the additional needs of individual children is shared with us through transition meetings with Early Years Settings before children enter Foundation. We encourage parents to share information with us and to discuss and raise any concerns they may have as early as possible. In the first instance, parents should discuss any concerns with their child's class teacher. This may then lead to a meeting with the class teacher and special educational needs co-ordinator (SENCO) to discuss next steps. The identification of special educational needs or disability may also arise as part of our usual practice. Pupil's progress and development is discussed on a termly basis during pupil progress meetings between the class teacher, the Key stage coordinator and/or Head teacher.

4. How will Sandhill's school staff support my child?

The classroom teacher will take responsibility for the daily provision for your child and will be supported and advised by the school SENCO, where necessary. The teacher will discuss with you any support that they think is needed, that is additional and different to what we would offer to children as part of our usual practice. If you and the teacher identify a need for a specific in-school assessment or involvement from any outside specialist service then the SENCO will talk to you about this and seek your permission to proceed. The SENCO then becomes the lead person for working with outside services and keeping you, and everybody in the team around your child, informed of key events and information.

5. How will the curriculum at Sandhill's be matched to my child's needs?

High quality classroom teaching and adjusted lesson plans and resources for individual pupils is the first step in responding to children who may have special needs. For example, a child will be given the opportunity to record information in different ways such as using a white board or laptop. This type of teaching will enable your child to access a broad, balanced and relevant curriculum.



If your child is not making the expected progress and has specific gaps in their understanding he/she may work within a smaller group of children.

These groups, called intervention groups, may be run:

- in the classroom or outside in the 'little learning area';
- by a teacher or a teaching assistant who has been trained to run these groups;
- by a specialist from outside the school such as a speech and language therapist.

Further specific support may also be provided through an Education, Health and Care Plan (EHCP), previously called a Statement of Special Educational Needs. This means your child will have been identified by the Local Educational Authority as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school.

6. How will we know how our children are doing and how will children's learning be supported?

We have an open-door policy for any daily information that needs to be shared between school and home. Parents can arrange a more private meeting with the class teacher or with the SENCO if there is anything of a more serious or private nature to be discussed. In some instances, a home-school communication book, or email may be used.

Parent consultation evenings take place twice a year and there is also an opportunity to discuss your child's end of year report. Parents are given information about what level their child should be working at for their age and also about the expected rate of progress for maths, reading and writing.

Outside services involved with children provide reports and information about attainment and expected progress for health based needs, such as speech and language or physical development.

If a child is identified as having a learning difficulty or disability a Pupil Profile will be written. Profiles can help us to record evidence, think about outcomes and the steps and strategies needed to get there and give vital information to all working with pupils with SEND. They are reviewed 3 times a year with parents and this ensures information is up to date and strategies to meet outcomes are adjusted.

7. What support will there be for my child's overall well-being?

Sandhills is an inclusive school and we welcome and celebrate diversity. All our staff believe that children's high self-esteem is crucial to their emotional well-being and academic progress and therefore our school family is caring and understanding and we look after all our children.

All children have the opportunity to share their views through their school council representatives through regular 'Children's Voice' activities and questionnaires. We also listen to the views of children with SEND by discussing with them their pupil profiles, which are reviewed and updated regularly.



When necessary, specific strategies are put in place to enable children to have access to a chosen member of staff, with which they have built a relationship of trust or who have specific teaching skills.

Trained first aiders and paediatric first aiders are available in school.

- If your child needs medication to be administered in school then you are asked to provide details of this and complete a medical form that is provided by the school office.
- The school nurse is available for advice and will assist in writing a 'Health Care Plan' with both parents and the SENCO, when a child has specific medical needs.

We feel it is important for all children to feel safe and happy in school, therefore when necessary the school implements our Behaviour Policy or Anti-bullying Policy. These can be found in the school's policy section on the website. We implement a system of sanctions and rewards for behaviour management for all children. Additional behaviour management plans or risk assessments may be used where needed, to support individual children who are experiencing particular difficulties.

The school has trained 'Sports Ambassadors' in the playground during the lunch hour, who encourage and support children to participate in games and activities. The ambassadors are children who have been chosen for their nurturing and communication abilities, who continue to work closely with the Learning Mentor, in-order to develop their own 'mentoring' skills. They promote positive social interaction by focusing on building children's self-esteem and developing skills such as turn-taking and sharing.

The Learning Mentor is a qualified teacher who supports children who have difficulty accessing their learning and or settling into a classroom environment.

8. What specialist services and expertise are available?

Specialist support services available to the school include:

- SENSS, who support children with communication and language, sensory needs and physical needs
- Educational Psychology
- Speech and Language Therapists
- Child and Adolescent Mental Health Services (CAMHS)
- Oxfordshire School Inclusion Team
- Early intervention hub, which offers a range of services, in particular with supporting families.
- Children's Social Care
- Play Therapist
- Learning Mentor

Information about some of these services and what they offer can be found on the Oxfordshire County Council SEN web pages: <https://www.oxfordshire.gov.uk/cms/public-site/support-services-send>

We always discuss the involvement of specialist SEND services with parents first.

We may also work with other services, organisation's or charity's that are involved with a family, with the family's permission.



9. What training have the staff supporting children with SEND have?

We have a rolling programme of training and support for staff, based on the needs of the pupils within school. Staff are sent on more individualised training if they are supporting a pupil with a more specific need.

Medical training to support pupils with medical care plans are organised as needed.

10. How will my child be included in activities outside the classroom, including school trips?

Risk assessments are carried out for all school visits including residential trips and reasonable adjustments will be made where required. Where needed, the risk assessment would include a meeting with parents as well as taking account of any medical advice. The destination of these trips will be taken into account when assessing the needs of all children.

On some occasions an individual member of staff may be assigned to support a small group or individual child if the risk assessment indicates that this is necessary.

After school clubs are available to all pupils. Vulnerable pupils are given priority and adjustments will be made to support their participation via Pupil Premium funding, if applicable.

Health and safety audits are frequently conducted to ensure that the school provides a safe environment for all pupils.

11. How accessible is the school environment?

- We have a disability and accessibility action plan.
- We have a disabled toilet that is large enough to accommodate changing.
- Visual timetables are used in all classrooms.
- We aim to ensure that the learning environment is fully accessible and inclusive for all learners.

12. How will you prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.



If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher and a planning meeting will take place with the new teacher to discuss your child's strengths and difficulties and the strategies that have been successful. Pupil Profiles and/or Education Health Care Plans will be shared with the new teacher.

In Foundation:

- There are induction events during the summer term for all children who are joining the Foundation Stage in September.
- The SENCO may arrange additional visits for children identified as having SEND and additional meetings will be arranged with parents and any other agencies who have been involved with your child, such as the Early Years Team.

In Year 6:

- The Year 6 teacher and/or SENCO will discuss the specific needs of your child with the SENCO/Inclusion Manager of their secondary school.
- The new school are invited to attend any reviews that we hold before your child transfers to them.
- Your child will take part in focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

A range of strategies, suitable for your child, may be used to support them at the time of transition. For example, if your child would be helped by a book/social story to support them understand moving on, then it will be made for them.

13. How are the school's resources allocated and matched to children's special educational needs?

The school budget includes money for supporting pupils with SEND. The Head-teacher then allocates a budget for SEND in consultation with school governors and based on the needs of pupils in the school. The school may receive an additional amount of 'top-up' funding for pupils with higher level needs.

The school will use its SEND funding in the most appropriate way to support your child. This support may include some individual or small group teaching assistant support but this may not always be the best way to support your child. The funding may therefore be used to put in place a range of support strategies.



SEND funding may also be used to purchase specialist equipment or support from other specialist support services.

There are regular meetings to monitor the impact of interventions and SEND provision and the Governing body is kept informed of funding decisions.

14. How is the decision made about what type of and how much support my child will receive?

Each child is assessed individually according to the SEND Code of Practice and Local Authority guidance and a personalised support programme will be developed.

All class teachers and teaching assistants meet with Key Stage Co-ordinator (Phase leader) at least three times during the school year to discuss the progress of all children. Conversations with the SENCo are held every half term and as and when required. We also look closely at the provisions that have been in place and their effectiveness and impact on the child's learning.

Additional assessments from outside services, such as an Educational Psychologist, Language and Learning Support Service, and a speech and language therapist, will help us decide what type of support and resources are needed.

Children requiring SEN Support will have a review meeting with parents three times a year, in-order to assess progress, review the provision and make any necessary changes or additions to the support.

Children with an EHCP (or Statement) are required to have an Annual Review. This is a legal requirement as stated in their EHCP (or Statement) where **all** those providing support for the child meet once a year, to discuss **all** provision. This will include parents, school staff, medical staff and all other agencies and professionals involved in supporting the child and family. During the annual review, progress will be discussed, provision reviewed and any necessary changes or additions will be made to the plan. If deemed appropriate by all parties, the plan will terminate as the high level of support is no longer required.

15. How are parents and carers involved in the school? How can I be involved?

It is our aim that the school works in close partnership with parents and maintains regular and purposeful communications between school and home. Communication tools include the:

- school website: www.sandhills.oxon.sch.uk
- weekly newsletters informing parents of dates, events and items of school news, either electronically or hard copy.
- termly 'Curriculum Newsletters' from each year group, which outlines the work your child will be doing in class for that term, as well as providing ideas for how you can support your child at home.
- school's fundraising group known as the PTA, organise fundraising events throughout the year to raise money for additional resources.



16. Who can I contact for further information?

Any important information should be shared with the class teacher, who is the first point of contact but parents are also welcome to contact the SENCO directly about any concerns.

Useful contact details:

Head-teacher: Mrs E Coleman

office.2401@sandhills.oxon.sch.uk

01865 433 000

SENCO: Miss C Stanley or Mrs J Newman

senco.2401@sandhills.oxon.sch.uk

01865

433

000

If you are considering applying for a place at Sandhill's Community Primary School and your child has special educational needs, then the first action to take is to telephone the school and arrange an initial visit with the SENCo and/or Head-teacher.

Other services that may help you if you are applying for a school place are:

Accessible transport:

<https://www.oxfordshire.gov.uk/cms/public-site/accessible-transport>

Information for Parents about SEN and disability

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

Local Guidance and policies about SEND

<https://www.oxfordshire.gov.uk/business/information-providers/childrens-services-providers/sen-support-providers/guidance-and-policies>

Starting School:

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

SENDIASS Oxfordshire (formerly Parent Partnership)

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/information-advice-and-support-parents-and-children-about-sen/sendiaass-oxfordshire>



This report is accurate now, but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer.

An invite for feedback

This report is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer, or make suggestions to improve the information, please email: senco.2401@sandhills.oxon.sch.uk

Reviewed: 24th September 2018 by C.Stanley

Next review date: September 2019