

King's Meadow School

SEND Report to Parents and Governors 2016-17



Inclusion Manager/ SENCO: Lyndsey Golden
Inclusion Governor: Lars Lis

Our SEND Policy and Equality Scheme and Accessibility Plan can be accessed online via our school website: www.kings-meadow.oxon.sch.uk

SEND Register 2016-2017

31 pupils were on the SEND register. This represents 7.6 % of the pupil population (F-Y6) which is lower than the National Average of 13.4% (Jan 2016 has not been published for 2017 yet).

SEND groups

Stage on Register	No. of pupils	% of pupils	% National 2016
Pupils supported at K	27	6.6	12.1
Pupils supported at Statement of SEN or EHCP	4	1	1.3

The following chart gives an overview of the wide range of SEN that Kings-meadow School provides for.

SEND Descriptors indicating areas of need	No. of pupils on SEN register	Percentage on register
Specific Learning Difficulty (SPLD)	5	16.1
Communication and Interaction Needs (C&I)	12	38.7
Social, Emotional and Mental Health (SEMH)	5	16.1
Sensory and/ or Physical Needs (S&P)	1	3
Moderate Learning Difficulty (MLD)	6	19.3
Hearing Impairment (HI)	2	6.5

Please note: the above chart does not give a full picture of the pupils' learning needs. For example, many children who have C&I, also have communication and interaction needs. Similarly, some pupils who experience SEMH also have C&I. In other words, needs may be layered and complex. However, the chart does illustrate how a large number of pupils require a high level of learning support across core curricular subjects.

Involvement of parents and pupils

Parents are always contacted when there are concerns about their children's progress. Usually, class teachers raise initial concerns with parents through arranged meetings or parents' evenings. The SENCO

is then available for follow-up meetings when parents often wish to ask about agency referrals and procedures.

All pupils who are on the SEND register have a detailed Pupil Profile which details Outcomes Planning and target setting, supported in school via a range of interventions and appropriate strategies. In many instances personal targets are set following assessments and advice from a range of advisory and supporting agencies (see section on External Agencies) All pupils are assessed using the County Council's Guidance, 'Identifying and Supporting Special Educational Needs in Oxfordshire Schools and Settings'. Targets (related to Outcomes Planning) are usually agreed following assessments that take place as part of the school's assessment cycle. Occasionally, additional assessments may be used, e.g. specialist assessments used by the school's Educational Psychologist and Speech Therapist.

Review meetings take place with parents to review outcomes/ targets and to plan further actions. Some of these meetings may require the presence of experts from supporting agencies. Documents that arise from such meetings are routinely copied to parents. Parents are encouraged to contribute towards Action Plans/ the Pupil Profile and to support their children at home. Sometimes the use of a home-school diary will serve as a useful communication link, and on occasion, phone calls are made to share more urgent information. The school has a good record of giving pupils and parents opportunities to voice their opinions. Their comments are recorded during review meetings then added to the Pupil Profiles. Pupils also have opportunities to share their views through their School Council representatives.

All pupils with SEN have now transferred on to Pupil Profiles/ Outcomes Plans. The termly assessment cycle remains in place and pupils with statements of SEN or an EHCP continue to have Annual Reviews. In addition to target setting, the new plans now require consideration to be given to long-term outcomes. A pupil with significant and long-term health needs may qualify for an EHCP (Education and Health Care Plan).

A number of pupils who are on the SEN register are also involved in the CAF/TAC process, and in certain cases they are supported by Bicester Early Intervention Hub.

	% of sessions missed due to Overall Absence	
	School 2016-17	National
All pupils	96.55	Not Available
No identified SEN	96.67	Not Available
SEN without a statement/EHCP	94.88	Not Available
SEN with a statement	96	Not Available

The attendance of pupils on the SEN register was slightly lower with that of children with no identified SEN. This is mainly due to the attendance of two children whose attendance is still being closely monitored. Attendance of SEN children, those receiving PP funding and pupils attending Booster sessions (whose attendance falls below the average for all pupils) will be closely monitored in 2017-2018.

The school has very low recorded persistent absenteeism.

Exclusion

There was 1 permanent exclusion and 1 fixed term exclusion of pupils during 2016-17. The exclusions related to pupils who receive SEN provision.

Budget

As a school, we prioritise spending to support the needs of children who have additional needs and those who are at risk of underachieving.

During 2016-17, SEN funding was spent on educational support staff and appropriate resources to support the needs of these pupils. IT and other practical resources have been purchased. In addition to these, packages from advisory services have been bought such as those offered by the Communication and Interaction Advisory Team and Bicester Partnership EP Service. The school also buys in support from OXSIT in order to gain regular updates in SEN from Oxon CC. The SENCO has a day and a half a week commitment to manage SEND provision.

Provision/ interventions

Each term, provision for SEN is mapped and tracked across all year groups using Oxon CC's Provision Map. Staff are requested to measure the effectiveness of SEND interventions using baseline assessments. An initial assessment is completed, followed by a reassessment of the pupils' progress at the end of intervention (usually a ten-week period). This information is kept in Individual Action Records and cross-references with pupils' individual support timetables.

Interventions advised by agencies take priority, such as those recommended by SLT services, and TAs are regularly encouraged to attend training in the interventions that are promoted by Oxon CC. Pupils with high-level needs often receive interventions on a 1:1 basis, but may also participate in small groups e.g. when a social skills programme is being delivered.

Some pupils with S.E.N.D. have been included in a targeted program of after-school 'booster' sessions in Maths and Reading, which are taught by school staff.

All pupils are offered a broad and balanced curriculum which, in class, is adapted by class teachers to meet the needs of individual pupils. On occasion, physical adaptations have to be in place to enable pupils to be comfortable and to reach their potential. External agencies submit reports so that such actions can be safely put in place. Details of these actions are outlined in the School Accessibility Plan.

Joining the School and Moving on

We encourage all new children to visit the school before starting. For children with SEN, we contact previous schools as soon as possible in order to establish information relating to their individual needs. When children leave our school, information is passed on as soon as possible and phone contact is made prior to documents being sent on. During each academic year, in-house transfer meetings take place in order to share information that will aid end of year transition. Pupils with SEND may need to meet with their new teachers more frequently than other children in their peer group. Multi-agency transition meetings may also take place, to which receiving teachers are invited. Paper records are updated and sent on, and those being passed to receiving secondary schools are also signed for. Pupils transferring from Year 6 will often take part in special familiarisation visits that are arranged by the secondary schools.

External Agencies

Agencies that support schools are, these days, on a dynamic continuum but the following list gives an overview of agencies that have supported pupils and staff at KMS.

- SLT- Oxfordshire NHS
- Physiotherapy- Oxfordshire NHS
- SENSS- Communication and Interaction Team- LACAT, ASD
- Educational Psychology- Bicester Partnership
- PCAMHS/ CAMHS
- Occupational Therapy
- PD Service
- Bardwell Outreach Service
- Bicester Early Intervention Hub
- Clear Sky Play Therapy
- ARCH volunteer readers
- Social Care
- Hearing Impaired Service
- Spurgeon's

Training Provided for Staff

During the course of the year, all Teaching Assistants and Teachers have undergone a Performance Management cycle. As part of this process, Teaching assistants and Teachers have chosen personal development targets. The SENCo receives electronic updates relating to available courses and makes the information available to staff. The SENCO makes herself available for on-going advice and support. Training in SEN related subjects takes place in-house as well as externally. Some training is bought in from traded services, and other training is provided by agencies that have a duty to support specific pupils, e.g. health care providers. In order to prepare for the changes in the New SEN Code of Practice, the SENCO has attended New COP updates and local Oxon CC training on the Local Offer, Pupil Profiles and Outcomes Plans. The School buys into the OXSIT Foundation Package which sends regular updates from Oxon CC and provides a venue for partnership SENCOs to meet and discuss developments. Updates are disseminated during staff meetings. There are several Looked After pupils who attend King's-meadow and training re: their individual needs has been provided by Oxon CC Virtual School.

The following list is an overview of courses attended:

- First Aid training
- Epipen training School Nurse
- IT support for pupils with physical needs- PD Service
- Physiotherapy for pupils with physical needs
- Epilepsy-School Nurse
- Team Teach Handling Training
- Diabetes training

The following areas have been identified for development during 2016-17:

- Supporting pupils with reading (buying in new Reading interventions)
- Strategies to support the teaching of Handwriting
- The value of therapeutic play
- Tracking data to inform SEN actions

All pupils are assessed three times a year and additional assessments for pupils with SEN take place either as required, or as requested by agencies. The Head teacher, SENCO and HSLW regularly meet to discuss Pupil Progress data and Pupil Premium provision. The SENCo is able to locate core subject assessments for pupils with SEND via Integriss. Information relating to additional assessments is tracked via the pupils' SEN Action Records.

Clubs, Attendance, and Significant Groups

The school provides a curriculum that meets the requirements of the New National Curriculum. Teachers work hard to present the content of the NC in a ways that are inclusive, interesting, and which present appropriate levels of challenge. The school attributes great value to enrichment activities, and to this end, a range of clubs and extra-curricular activities are provided by staff and church groups on a voluntary basis. Although some clubs need to compile waiting lists, they are all legally required to be inclusive. This principle also relates to educational visits, which have to be assessed as being inclusive in order to take place.

Some of the benefits of enrichment activities are:

- Children have opportunities to sample a range of activities and pursuits that will help them to choose leisure activities in adult life
- They enable children to have fun and to enjoy a broad range of activities
- They enable children to extend their enjoyment of particular areas of learning through more in-depth study and activity

- They encourage the development of social skills and friendships
- They encourage cooperation

The following enrichment activities have been provided during 2016-2017

- Netball
- Ballroom and Latin
- Cooking Club
- Cross country
- Stay and Play
- Zumba
- King's club
- Choir
- Football

Safeguarding

Richard Laurie - Deputy Headteacher and Karen Rainer (SLT) are the designated child protection officers. Richard Laurie is the named Lead Professional for Safeguarding at KMS.

During staff meetings, staff have opportunities to raise concerns. Concerns may also be discussed with the HT, SENCo and HSLW, who may wish to either seek advice from social workers attending the Social Care Duty Line or complete an initial EHA assessment in view of a referral for involvement from Bicester Early Intervention Hub. All concerns are logged and filed in Safeguarding Documentation files, which are kept secure.

All staff receive basic Safeguarding training on a three-yearly cycle.

All staff, governors and volunteers undergo enhanced security checks via Statutory Disclosure and Barring Services.

Governor Involvement

This report is made available on the school's web-site. The SENCo is available to discuss reports and answer questions. The named Inclusion Governor is Lars Lis. Inclusion information is included and discussed at Full Governor meetings during the academic year, through the Headteacher's SEF report.

Changes under the New SEND CoP

The New CoP became a requirement from September 2014. The electronic SEN register currently records pupils' needs, using descriptors/ codes that indicate primary and secondary learning needs. The old categories of School Action, School Action Plus and Statements have been replaced with a two-tier system, namely; SEN Support and Education and Health Care Plans. Pupils who have statements of SEN are gradually being transferred to EHCPs. More rigorous assessments of pupils are now required before pupils can be placed on the SEN register. The category of Behavioural Difficulties has been replaced by Social, Emotional and Mental Health Needs and the category of ASD is now described as a being a Communication and Interaction difficulty. Pupils who were previously at School Action, will need have their needs planned for by class teachers within their normal class management systems. An EHCP may be applied for when the normal level of resourcing to a school (the Local Offer) cannot meet the needs of a child. Once completed, the plan will clearly set out additional resources that the school needs to access in order to meet the needs of the child. The plan will specify involvement from various agencies, particularly Health Care, and will remain in place until the pupil is 25 years old.

Updates re: New CoP requirements are being disseminated to staff as and when they are clarified. More detailed information can be accessed by parents via the following link:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-send>

Parents are being constantly updated re; the changes during routine review meetings and SEN surgeries.

Other sources of information re: SEND in Oxfordshire schools can be found on:

<https://www.oxfordshire.gov.uk/cms/contact-parent-partnership>

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

and:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-sen>

Lyndsey Golden

Inclusion Co-ordinator/ SENCo