FITZWARYN SCHOOL

The Propeller Academy Trust

Special Educational Needs (SEN) report

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Author	Headteacher
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Dear parents and carers,

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

If you want to know more about our arrangements for SEND, read the Propeller Academy Trust SEND policy.

You can find it on the Propeller Academy Trust website www.propellertrust.org

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

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

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties
	Moderate learning difficulties (MLD)
	Severe learning difficulties (SLD)
	Profound and Multiple Learning Difficulties (PMLD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

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

Our teachers have had either several years' experience in SEN, and/or hold an additional qualification. Many teachers have had previous experience in mainstream schools. There is a great deal of emphasis placed upon Continuing Professional Development (CPD) and a large portion of the school budget is directed towards supporting staff to continually update and increase their skills.

TAs are given regular opportunities to follow relevant courses and are encouraged to take these up. Courses are often linked to targets set at Performance Management review.

Teachers are encouraged to attend training related to their Performance Management.

We are aware of the need to keep abreast of recent innovations in the world of SEN and Mainstream Education and we strive to cover all opportunities for relevant training that are offered.

We have an INSET programme which involves the staff as a whole and is aimed to cover new ideas, initiatives, and teaching methodology and to examine these in the light of existing good practice.

As examples, staff have received training in safeguarding, prevent, moving and handling, understanding behaviours that challenge, epilepsy, allergies, asthma, child specific medical training, sensory stories, read write inc, communication, data protection, equality, Team Teach, Makaton, first aid, Intensive interaction, visual impairment, hearing impairment, autism awareness.

We have specialist trained staff for ELSA, Lego therapy and Drawing and Talking therapy.

We have specialist in-house trainers for Team Teach and moving and handling.

The Executive Headteacher will:

- Work with the governors to determine the strategic development of the SEN policy and provision in the school
- Manage all referrals and be the key point of contact with the LA regarding placement of pupils
- Have responsibility for collaboration with the LA linked to funding allocation for cohorts of pupils
- Have overall responsibility for pupil funding streams and provision costs

The Head of School will:

- Have day-to-day responsibility for the operation of this SEN policy
- Have responsibility for the provision and progress of learners
- Have responsibility for parental engagement with school
- Have overall responsibility for partnership work with specialist and mainstream schools
- Have day-to-day responsibility for the co-ordination of specific provision made to support individual pupils with SEN and EHC plans
- Monitor the school environment to ensure inclusive practice and that provision is led by need
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

The Deputy Headteacher will:

- Have a day to day responsibility for the co-ordination and development of the Curriculum and Assessment tool which is specifically designed to support the needs of pupils
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure all pupils receive appropriate support and high-quality teaching
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

The Assistant Headteacher will:

:

- Develop the behaviour offer within the school to ensure pupils have appropriate behaviours for learning

The Designated Safeguarding Lead will:

- Have overall responsibility for safeguarding within the school
- Line Manage the Home School Link Workers
- Monitor attendance and act where it is a cause for concern

The School Business Manager will:

- Take overall responsibility for the school site and Health and Safety
- Manage and coordinate recruitment

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Providing outstanding teaching and learning opportunities.
- Providing an emotional and physically responsive and enabling environment for all pupils
- Leading the teaching assistants, support staff and specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working collaboratively with parents so that they have the opportunity to engage with school and be partners in their child's learning
- Working with the senior leaders to review each pupil's progress and development and decide on any changes to provision

Higher Level Teaching Assistants (HLTAs)

- Manage a specific area – e.g. offsite trips and visits, work experience, horticulture, act as a link between the school and therapists

Teaching Assistants (TAs)

We have a team of TAs, including Higher-Level Teaching Assistants (HLTAs) who are trained to meet the needs of children and young people with SEN.

Enrichment Coordinator

We have an Enrichment Coordinator who works closely with SLT, teachers and parents to provide a fun and stimulating after school and holiday provision that is accessible to all pupils, regardless of need.

Home school link workers (HSLW)

We have two HSLWs who work closely with SLT and class teachers to support pupils, parents and families to access services, resources, local community information and support.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary

we will work with external support services to meet the needs of our pupils and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- Physiotherapists
- Music therapists
- GPs and pediatricians
- Children's Bowel and Bladder Services
- Special School Community Nursing team
- The Sensory Impairment Service SENSS (including Autism support)
- Child and adolescent mental health services (CAMHS)
- Attendance Officers
- Social services and other LA-provided support services
- Voluntary sector organisations
- Partnership with maintained schools and other academy trusts

Trust staff and/or parents wishing to see the people from the support services in connection with a child may approach the school to arrange a consultation.

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

The class teacher will work with the SLT to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- The views and experience of parents
- The pupil's own views
- Advice from external support services

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Although all pupils within the school have already been identified as having SEN, there still remains a need to be alert to changing needs and opportunities for the individual child. This may involve looking towards an integration programme with a local primary or secondary school. On the other hand, it may include arranging additional support where a child is experiencing extra difficulties or would benefit from additional programmes of study/therapy.

The responsibility of identifying a need, setting up an appropriate programme and monitoring its effectiveness, originates with the class teacher with reference to the SLT, any other professionals and, where appropriate, parents/carers.

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

Each child will have an EHCP which informs provision, long and short-term targets. We will hold an Annual Review where staff will discuss with parents what specific provision and approaches will be used with their child. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' point of view
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that their child needs additional support. This may require an annual review (brought forward if necessary).

We will provide termly Individual Education Plans (IEP) on your child's progress.

At the end of the Summer term a Summary of Achievement (SSA) is sent home and parents may respond if they wish.

Your child's class teacher will meet you at a minimum 3 times a year to:

- Answer any queries that you may have about your child at school
- Review progress
- 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

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

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

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

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

If you have concerns that arise between these meetings, please contact your child's class teacher through the school office.

5. 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 cognition. 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
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

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

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

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There are no 'one size fits all' approaches 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:

- Well organised, well resourced, calm and supportive classrooms with clear structures and routines.
- 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, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing.
- Carefully considered class organisation.
- Careful consideration of the use of specialist rooms – art, sensory rooms, soft play, music, cookery.
- Using recommended aids, such as laptops, visual timetables, larger font, etc.
- Teaching Assistants will support pupils as defined by their EHCP, or to enable access to learning opportunities.
- Teaching Assistants will support pupils in small groups to enable access to learning opportunities.

These interventions are part of our contribution to Oxfordshire County Council's local offer.

7. 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
- Analyzing results from pupils, parents and staff questionnaires
- Undertaking termly reviews of IEPs
- Holding an annual review of EHCPs
- Monitoring of class records, staff planning and classroom practice through.
    - Classroom observations
    - Teacher and TA performance management
        - Core Audits
        - Data collection

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

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

- Extra equipment or facilities
- Further training for our staff
- External specialist expertise

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

The school will cover any necessary costs and/or may seek additional funding from your child's local authority.

9. How will the school make sure my child is included in activities?

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

All pupils are encouraged to go on our school trips, including our residential trip(s) and D of E expeditions, as well as attending swimming.

All pupils are encouraged to take part in sports day/school performances/special workshops.

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

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

All children admitted to a SEN provision must have an Education, Health & Care Plan (EHCP).

All admissions are handled by the LA.

If a child is thought to be a suitable candidate for a place at a special school the LA will consult with the school to ascertain the availability of a place. The school has a duty to respond to consultations within 15 days of receiving it. More details about admissions can be found here:

Fitzwaryn School - Admission arrangements

11. How does the school support pupils with disabilities?

We provide facilities to help SEND pupils access the school, including the provision of auxiliary aids and services.

Please visit our website to view our Accessibility Plan:

Fitzwaryn School - Policies and Other Information

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:

- The school has a strong personal social and independence thread through the curriculum.
- We have a Nurture room where a number of individual or group interventions can take place including those that promote good mental health, emotional and social development.
- Pupils are encouraged to be part of the school council
- Pupils are also encouraged to be part of lunchtime clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils by our ELSA provision
- We may run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by raising awareness through delivery of the PHSE curriculum

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

Between years/phases

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

- Devote time for teachers to liaise over transition to new classes or life after Fitzwaryn.
- Schedule time with the incoming teacher towards the end of the summer term

Pupils will be prepared for the transition by:

- Learning how to organise themselves
- Photos, videos, social stories are provided to the pupil and their families to aid pupils understanding of transition
- A staggered start to entry is offered where it is appropriate to do so.

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.

Onto adulthood
We provide all our pupils with appropriate advice on paths into work or further education.
From an early age, we work with your child to help them identify and achieve their ambitions, which can include goals in further education, employment, independent living, and participation in society.

We liaise with external agencies where appropriate to help the pupils achieve those goals.

13. What support is in place for Children We Care For and previously Children We Care For (CWCF)

The deputy headteacher/designated teacher, will make sure that all teachers understand how a child we care for or previously child we care for circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who fall within the category of a child we care for will be supported much in the same way as any other child who has SEND. However, pupils who are in the CWCF category 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.

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

Complaints about SEN provision in our school should be made to the Executive Headteacher in the first instance. They will then be referred to the trust'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 the pupil themselves.

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

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

You can make a claim about alleged discrimination regarding:

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

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

- Oxfordshire County Council: Resolving disputes, mediation, complaints and appeals | Oxfordshire County Council

15. 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 your local authority's local offer. Oxfordshire County Council publishes information about the local offer on their website:

Special educational needs and disability: The local offer | Oxfordshire County Council

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

SENDIASS Oxfordshire | Information, advice & support in Oxfordshire (sendiass-oxfordshire.org.uk)

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

OXFSN

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

IPSEA

SEND family support

NSPCC

Family Action

Special Needs Jungle

16. 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

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