

Christopher Rawlins Primary School

SEND Information Session Oct 2021

SENCO: Mrs S Lushey

SEND Governor: Mrs Lianne Dye

Introduction

All stakeholders of CRPS welcome everybody into our community.

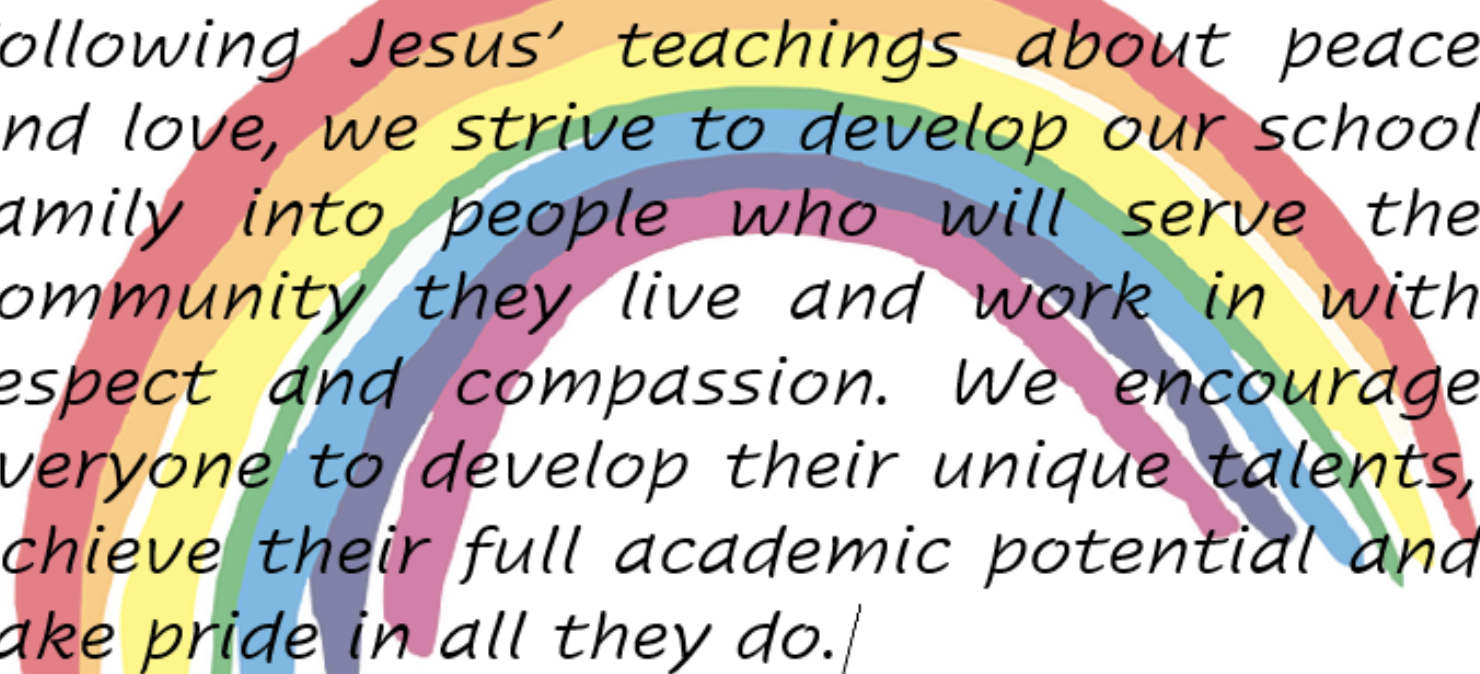
CRPS is a place where all can achieve their full potential and develop as confident individuals.

We offer a broad and balanced curriculum

This enables pupils to participate in the life and work of the school to the best of their abilities, whatever their needs.

We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the SEND Code of Practice (September 2014).

Christopher Rawlins Vision Statement



Following Jesus' teachings about peace and love, we strive to develop our school family into people who will serve the community they live and work in with respect and compassion. We encourage everyone to develop their unique talents, achieve their full academic potential and take pride in all they do.

Definition

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014. The term Special Educational Need is used across the 0-25 age range and includes Learning Difficulty and Disability (LDD).

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 them. A child of compulsory school age or a young person 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 them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Inclusion is ...

... understanding
your school
community

... valuing
everyone

... about the
needs of the
whole
community

... celebrating
diversity and
individuality

... not an 'add
on' or an
afterthought

... valuing other
cultures

... knowing and
understanding the
needs of all pupils

... not just about
the IEPs

... reflecting on
your practice

... not just
about access

... changing the way
things are organised
so they suit pupil
needs

... everybody's
responsibility

... providing
flexible learning

... more than
just a policy

Four areas of SEN Provision

Special Educational Provision is that which is additional to or different from that which is made generally for most children in school.

Special Educational Needs are described in four broad areas;

- **Communication and Interaction;**
Speech, Language and Communication Need, Autistic Spectrum Disorder
- **Cognition and Learning;**
Moderate Learning Difficulty, Severe Learning Difficulty, Profound and Multiple Learning Difficulty, Specific Learning Difficulty including dyslexia, dyspraxia, dyscalculia
- **Social, Emotional and Mental Health Difficulties**
- **Sensory and Physical Needs**
Hearing Impairment, Visual Impairment, Physical Disability

All Children.....



- Receive Quality First teaching
- Are monitored and tracked by class teacher / SLT
- Have year group or individual targets to be working on and achieving towards
- Work in small support groups within the classroom
- Are encouraged to strive for their own personal best
- Receive a range of teaching styles within lessons
- Recognise personal achievements both progress and attainment and these are acknowledged.

CLASS PLAN – Class Name – TERM 1 & 2**Number in Class:****Year:**

Boys:

Girls:

Year:

Boys:

Girls:

Pupil Premium: -**LAC** -**EAL:** -**SEN Register:** -**Other:** -**Attendance Concerns:**

Children not on track /support to be given in class following last set of results and tracking as well as targets set.

READING / PHONICS

Name	Concern	In class support to be given	Review

How does the school know if my child needs extra help?

- Through previous setting
- Parents sharing concerns
- Teacher / TA / other adults in school
- Class plan, discussion
- Observations
- Work scrutiny
- Monitoring and reviewing progress
- Basics – eyes, ears, developmental milestones
- Speech / language / communication
- Lucid, COPS
- Reading, spelling, maths
- Coordination
- Social skills
- Emotional skills
- Formal diagnosis already in place

What should I do if I think my child may have special educational needs?

The **class teacher is the first point of contact** to discuss your child's needs. In addition if you have concerns then you may also wish to speak to the Special Educational Needs Coordinator (SENCO) Mrs Lushey.

Procedural Information – What next?

- Teachers will with SENCo identify the area/s of need through OCC descriptors
- The teachers will complete assessments linked to the schools monitoring and assessment procedures and share these with the parents
- Teachers will write Pupil Profiles to put small steps in the areas to work on and identified as the need – SENCo has overall oversight of these
- These are shared with parents and input/review sought from pupil and parent
- Following our timeline over the year, pupil profiles are reviewed and amended and new SMART targets given.
- These small steps are worked on with pupils either in class, 1:1 or small group sessions
- Three times a year data collection for whole school helps inform as well as twice yearly additional SEN specific data collection
- May seek external support (these services are not always free to school)

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Inclusive learning services
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- Social Services
- Children's Occupational Therapy
- Speech and Language Therapy
- School Counselling services
- School Nurse
- Hearing Impairment services
- Visual impairment services



Our plan on the way forward to include parental voice.

If your child has a special need or disability we will:

- With your child's teacher, talk to you about your child's difficulties in learning or disability so we can understand their needs.
- Discuss with you about the range of programmes we have in school to help children who need extra support in an area of their learning and/or development.
- Invite you to a meeting to discuss your child's progress with your child's class teacher.
- Arrange to meet with appropriate external professionals to explore to look for avenues of support .
- Direct you to the Oxfordshire County Councils webpage with their local offer.



How are children with SEN involved?

Pupils:

- are encouraged to participate fully in the life of the school
- understand the success criteria to enable progress to take place
- are expected to behave in a responsible and respectful way within a learning context
- have a role to play in voicing their suggestions as to how the teachers can help them to learn better.
- comment on how they feel they are progressing when their Pupil Profile is reviewed
- are involved in the learning process at all levels. Through thorough marking, using feedback and response, they are aware of their targets and know what they have to do to improve.

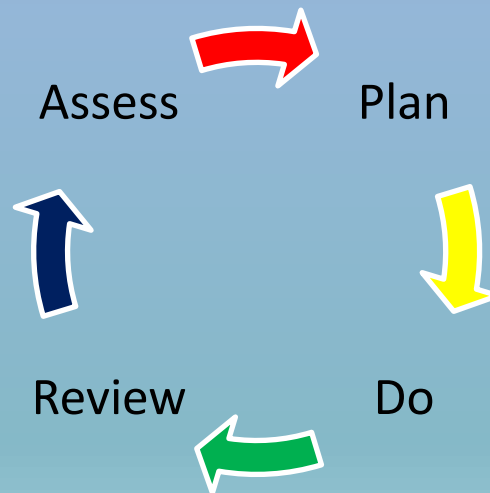
What expertise is available in the school in relation to SEND?

All staff have received training related to SEND. These have included sessions on:

- General support for all learning difficulties and strategies to help.
- How to support pupils with early reading and Phonics
- The teaching of spelling
- Differentiation for SEND pupils
- Accelerated reading
- Maths differentiation and reasoning and applying
- Managing challenging behaviour training and the schools behaviour policy
- SEN code of practice and SEN reforms

How does the school assess and evaluate the effectiveness of its arrangements and provision for children and young people with SEN?

- Underpinning ALL our provision in school is the **graduated approach** cycle of:



- All teachers are responsible for every child in their care, including those with special educational needs.

What have we improved on in the last 12 months?

Pupil profile cycle

Contact with Teachers

Roles and Responsibility

What we are now working on to improve what we do?

Establish protocol of roles and responsibility

Develop parental communication