



John Henry Newman Academy SEN Information Report 2018-2019

These pages set out information about our provision for children and young people with special educational needs (SEN). They are updated annually.

John Henry Newman Academy's vision is to 'let your light shine' (Matthew 5:16) in our community; to celebrate our successes and differences and to love and respect those around us. We hold this vision central in all we do.

About our school

At John Henry Newman we provide for children and young people with a wide range of special educational needs including those with:

- Communication and interaction needs; this includes children who have speech language and communication difficulties including autistic spectrum conditions.
- Cognition and learning needs; this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- Social, emotional and mental health needs
- Sensory and/or physical needs; this includes children who have visual or hearing needs, or a physical disability that affects their learning

We are a mainstream school catering currently for 330 children with 81 children on our Special Education Needs Register. Currently we have 7 children with an Educational Health and Care Plan, 2 of which are applying for specialist provision for year 7.

Our special educational needs coordinator (SENCo) is: Grace Challans

She can be contacted on: 01865 772495

Our governor with responsibility for SEN is: Ellie Payne

Our SEN policy can be found here:

http://www.jhnacademy.co.uk/website/school_policies/25072

[6](#)

What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEN Code of Practice (2014). This states:

Special Educational Needs: *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.*

- *A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.***
- *Special educational provision means **educational or training provision that is additional to, or different from,***
- *that made generally for others of the same age in a mainstream setting in England*
- **Disability:** *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

What are the aims of our provision in regards to pupils with SEN?

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavors, 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 broad areas of need:
 1. Communication and interaction needs; this includes children who have speech language and communication difficulties including autistic spectrum conditions.
 2. Cognition and Learning needs; this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
 3. Social, Emotional and Mental Health needs
 4. Sensory and/or Physical needs; this includes children who have visual or hearing needs, or a physical disability that affects their learning
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

What kinds of special educational needs (SEN) provision is made at the John Henry Newman Academy?

Children and young people with SEN have different needs, but the general presumption is that all children with SEN, but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

How does John Henry Newman Academy know if children need extra help?

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs

The 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://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEN/CompilationFoundationYear sandPrimary.pdf>

What should a parent do if they think their child may have special educational needs?

If parents have concerns relating to their child's learning or inclusion, then please initially discuss these with your child's teacher. This then may result in a referral to the school SENCo. Parents may also contact the SENCo or the Headteacher directly if they feel this is more appropriate through the school office.

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

How do we support and adapt the curriculum to meet specific needs of children?

All pupils are provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEN is monitored through a number of processes that include:

- classroom observation by the senior leadership team, the SENCo, external verifiers,
- ongoing assessment of progress made by pupils with SEN,
- work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
- teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEN,
- pupil and parent feedback on the quality and effectiveness of interventions provided,
- attendance and behaviour records.

Pupils' attainments are tracked using the whole school tracking system (Target Tracker) and those failing to make expected levels of progress are identified quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and the SENCo. Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil. Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.

We offer a broad and balanced curriculum for all children and young people including those with SEN. Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom. When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the SENCo and/or external specialists. In addition, if it is considered appropriate, pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught

curriculum. Specialised equipment or resources such as ICT and/or additional adult help are monitored and reviewed through outside agency support. All actions taken by the class teacher will be recorded and shared with parents.

We use intervention programmes including direct phonics, Rapid Reading, Writing and Maths to support the development of language and literacy skills in key stages 1 and 2. In the foundation stage we use Spiral and Time To Talk interventions alongside bespoke plans. We also provide targeted focused group interventions that are planned and assessed through analysing gaps in children's learning so that these gaps can be closed to make progress. Additionally, we provide nurture support throughout the school incorporating links with The Oxford Academy, Jack Peers and offer Forest School.

Action relating to SEN support will follow an 'Assess, Plan, Do and Review' model:

1. **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher/SENCo in order to make an accurate assessment of the pupil's needs. Parents are always invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.
3. **Do:** SEN support will be recorded on a Pupil Profile that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

- Local Authority Support Services - including Educational Psychology; Special Educational Needs Support Service (SENS), who support children with communication and language, sensory needs, physical needs and ASD
- Specialists in other schools e.g. teaching schools, special schools.
- Social Services
- Health partners such as School Nurse and Child & Adolescent Mental Health Service (CAMHS)

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.

How are children with SEN helped to access activities outside of the classroom?

All children and young people are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what will happen.

There is information about activities and events for disabled children and those with SEN in Oxfordshire in the Family Information Directory:

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

Oxfordshire's accessibility strategy can be read at:

<http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/schoolsnews/2016/Revised%20Schools%20Accessibility%20Strategy%20FINAL%20May%202017.pdf>

How will the school evaluate the effectiveness of the SEN provision made for pupils?

The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level. This data will be shared termly with governors and be judged by external moderators such as Ofsted.

Progress of all children is tracked throughout the school using Target Tracker. This progress is monitored and evaluated in Pupil Raising Achievement Meetings six times a year. In addition for children/young people with SEN we regularly review progress towards agreed outcomes assessing whether the support that's been in place has made a difference and what we need to do next. We evaluate this progress against age related expectations.

When we run special intervention programmes for groups of children we assess how successful they have been and use that information to decide on how best to run them in the future

We map interventions across cohorts to assess impact using Provision Maps and Provision Trackers are used to track provision and impact of specific children to map progress over time.

The strengths, needs and progress of each child on our SEN register are tracked on a Pupil Profile which also includes a parent voice.

Information about how the governing body evaluate the success of the education that is provided for pupils with SEN is contained in the governors' annual SEN report.

How do we work with parents and children?

It is important to us that parents and children are involved in their education. We will always contact parents if we have a concern that a child or young person may have a special educational need. We work closely with children and young people with SEN and their parents to agree outcomes and how we will all work towards these, and then to review progress. We do this through: termly meetings, in line with parent evening meetings, using home/school diaries where appropriate, scheduled phone calls and SEN reviews with the SENCo. Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCo, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you.

Every child who is on the SEN register has a Pupil Profile which outlines their aspirations, strengths, areas of need, the action they require to be taken by the school to reduce barriers to learning and social success and contains termly targets to track progress. These are reviewed three times a year with children, parents and teachers through parent consultation meetings and SEN reviews where the effectiveness of the action taken so far to meet their needs is discussed.

The SENCo and Senior Leaders at the school also carry out regular pupil voice sessions throughout the year.

There are also opportunities for parents and children to contribute to our policies on SEN and Equality. We do this by: Suggestions box, parent focus groups, school council, young people's consultation activities etc.

What do we do to support the wellbeing of children with SEN?

All children have the opportunity to share their views through their school council representatives.

We listen to the views of children/young people with SEN through SEN review meetings, learning walks and support from the Home School Academy Link Workers and Higher Level Teaching Assistants.

An evaluated Personal, Social, Health and Economic (PSHE) curriculum called JIGSAW aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.

Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These are identified on the provision maps located in school and aim to support improved interaction skills, emotional resilience and wellbeing.

Small group evidence-led interventions to support pupil's well-being such as Forest School are delivered to targeted pupils and groups. These are identified on the provision maps located in school and aim to support improved interaction skills, emotional resilience and wellbeing.

We take bullying very seriously. We help prevent bullying of children/young people with SEN through rigorous tracking via SIMS alongside having a and robust, clear behaviour policy.

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

The school receives funding to respond to the needs of pupils with SEN from a number of sources that includes:

- A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
- The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEN.
- For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:

- Targeted differentiation to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc.)
- In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc.)
- Out of class support (relationship building, social, emotional skill development,)
- Small group tuition to enable catch up (subject or targeted at additional need)
- Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc.)
- Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc.)
- Partnership working with other settings (shared resources e.g. shared expertise: support from local special school on action to improve inclusion: shared alternative environments etc.)
- Access to targeted before/after school clubs (breakfast, homework, clubs targeted at increasing resilience)
- Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
- Access to support from in-school sources e.g. Home School Link Workers or the behaviour support team
- Implementation of strategies from support agencies e.g. OXSIT/Educational Welfare Support/SENS

In addition:

- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website.

- If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SENCo or a member of the Senior Leadership Team.

How is the decision made about how much support each child will receive?

For pupils with SEN, but without a statement of educational need/EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, class teacher and parent who will follow guidance provided by the Governing Body regarding SEN Funding deployment.

For pupils with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

How will I be involved in discussions about and planning for my child's education?

This will be through:

- discussions with the class teacher, SENCo or senior leadership team member,
- during parents' evenings,
- meetings with support and external agencies.

In addition, our school has a forum for parents and careers of children and young people with SEN. All are invited to attend these termly meetings to raise issues of concern and to ensure the school provision is responsive to pupil and family needs. Minutes of these meetings can be viewed on our website.

What training do the staff supporting children with SEN undertake?

In the last few years school staff have received a range of training. Awareness training has been provided to all staff on:

- How to support pupils with dyslexia and literacy difficulties.
- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties and attachment disorder

The SENCO has completed the National Award for Special Educational Needs Co-ordination

Other members of staff have received training of baseline assessments (Salford, Youngs and Sandwells) and training delivered by the Rapid Family (Reading, Writing and Maths). Where necessary, staff have received support and training through outreach programmes from The Unicorn Primary and Northern House.

We also have access to a range of specialist support services including:

- Educational Psychology
- SENSS, who support children with communication and language, sensory needs and physical needs
- Behaviour Support
- Child and Adolescent Mental Health Services (CAMHS)
- Oxfordshire School Inclusion Team
- Therapy services

- Oxfordshire School Inclusion Team
- Children's Social Care
- School Health Nurse

We also work with other services and organisations that are involved with a family, with the family's permission such as See Saw and The Art Room.

Information about 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/sen-support-providers>

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

How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- A planned introduction programme is delivered in the Summer Term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with all new parents of pupils who are known to have SEN to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school, preparation for adulthood and independent living Primary:

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school, this will be arranged to meet the needs of individual pupils.
- The annual review for children with an EHCP in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice. Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

How accessible is the school environment?

In the last three years the following adaptations have been made to the school environment:

- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate

- An Intervention Hub room and the Red Room has been developed to improve inclusion in the mainstream classrooms for vulnerable pupils.
- Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

How do we support pupils with medical needs (Statutory duty under the Children and Families Act)?

Pupils with medical needs will be provided with a detailed Individual Healthcare Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.

Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014 and identified in the School Medicine Administration Policy.

Who should you contact if you are concerned about your child?

- If you would like to feedback, including compliments and complaints about SEN provision please contact Grace Challans the school SENCO or Sam Rhodes the Business Manager. We aim to respond to any complaints within 21 working days.
- If you'd like impartial advice from SENDIASS Oxfordshire (formerly Parent Partnership Service) contact <http://schools.oxfordshire.gov.uk/cms/content/sendias-oxfordshire-formerly-parent-partnership>
- If you'd like to know more about opportunities for children and young people with SEN and their families, support groups or information about SEN these are listed in the Family Information Directory: <http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>
- Oxfordshire's Local Offer contains lots of information for parents. Click here to see it: <https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>. Our school has contributed to the county's Local Offer through attendance at a training workshop and through trialing of new guidance and systems
- Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEN and will direct visitors to their nearest IAS service: <http://ias-rbwm.co.uk/>
- For parents who are unhappy with the Local Authority or school responses to their child's SEN, parents may seek mediation from the regional mediation services. Information on this free service is located here <http://preview.tinyurl.com/qx5a8vq>
- Parents and carers can also appeal to the Government's SEN tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here: <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>