

SEN Information Report September 2016-2017

The following report sets out information about our provision for children with SEN. The report should be read in conjunction with our main prospectus which can be found on the website. Here you will also find key documents and policies. They will be updated annually.

About our school

Stockham School provides 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.

Stockham Primary School is located in Wantage, which is situated 18 miles south west of Oxford and in the historic Vale of the White Horse. Stockham serves a mix of both rented and private housing in the west of the town. The school benefits from a large outside environment including a vast open playing field; two playgrounds; a sensory garden and climbing apparatus. There are currently 202 children on roll (this is steadily increasing). We work in partnership with Camel Pre-School who are on site, adjacent to our Foundation Class. We are a mainstream school who cater for a wide range of needs and disabilities. We currently support 41 children with SEN needs and disabilities.

Our special educational needs co-ordinator (SENCo) is: Katie Roberts (Yr 1). She can be contacted on krob3422@stockham.oxon.sch.uk, currently being support by Joe Burbank (Acting Headteacher). She can be contacted on head.2583@stockham.oxon.sch.uk.

Our Governor with responsibility for SEN is: Maggie Swain.
Our SEN policy can be found on our website.

How do we identify and give extra help to children with SEN?

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 education 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.

Please click here to read this guidance:

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

How do we work with parents and children?

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 with SEN and their parents to agree outcomes and how we will all work towards these together, and then review progress. We do this by: termly review meetings, parent

teacher meetings, update phone calls. We also offer an open door policy, where parents are free to come into the school to talk to staff whenever possible.

There are also opportunities for parents and children to contribute to our policies on SEN and Equality. We do this using our annual questionnaires for both parents and children, suggestions boxes and our school council.

Adapting the curriculum to meet the needs of our pupils

We offer a broad and balanced curriculum for all children and young people including those with special education needs. The school follows the requirements set out in the National Curriculum.

A list of interventions that we offer can be found on our website (see SEN support heading on website)

What expertise do we offer?

Our SENCo is working towards her Specialist training qualification whilst being supported by other key professionals.

Staff have training in a wide number of SEND knowledge, including: Supporting children with Autism in the classroom, Attachment strategy training for supporting vulnerable learners, Downs Syndrome support, Team teach handling, Dyslexia, Dyscalculia and Dyspraxia.

We also have staff who have gained specialist training and skills whilst supporting children with severe disabilities and medical issues.

Teaching assistants are trained to support the particular needs of the children they work with.

The SEN Governor ensures that she is up to date with current legislation and guidelines.

How do we know if SEN provision is effective?

The progress of all children is tracked throughout the school through regular termly assessments.

In addition for children with SEN, we regularly review progress towards agreed outcomes assessing whether the support that has been in place has made a difference and what we need to do next. We evaluate this progress against age related expectations. We use provision mapping and cost effective techniques to help us evaluate the success of each intervention and use that information to decide on how to run them in the future.

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. You can find this on the website.

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

All children and young people are included in activities and trips following risk assessments. 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>

How do we support the well - being of children with SEN?

All children have the opportunity to share their views through their school council. Each class has a suggestion box where they can share ideas or concerns.

The PHSCE curriculum is fundamental to teaching the pupils about their own well-being and safety. Emphasis is placed on the Social, Moral, Spiritual, Cultural and Physical development of the pupils - more details of this can be found on the website.

We follow a Values Education programme and follow the SEAL themes which enhance the work carried out in class. We take bullying very seriously and we follow an Anti-Bullying unit for the SEAL resources on a yearly basis. Social skills and communication are taught routinely to enable our pupils to understand how to behave in certain situations.

Our school nurse is contacted should we have concerns regarding a child's health and well-being along with other agencies as appropriate e.g. CAMHS.

Joining the school and moving on

We welcome prospective parents to the school. Once a place has been agreed, we encourage the pupils and their families to visit. Once at school, parents are invited in to school early in the term to meet with their child's teacher.

We begin to prepare young people for transition into the next stage of their education by organising transition days and talks from secondary school teachers. For those children with an EHC, transition meetings will be held where information about specific educational needs is handed over.

Admissions Arrangements

Please refer to Oxford County Council guidelines. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Access Facilities

We are fully inclusive and all children are actively encouraged to participate in our extra-curricular activities. Our site and facilities are fully accessible for all students, including those with disabilities, including wheel chair access.

In addition to running trips and activities throughout the academic year, we run end of year overnight trips in July during which a range of trips and activities are planned to offer our young people the opportunities to extend their social, moral and cultural experiences. Financial support is available for students who are in receipt of the Pupil Premium Grant.

Who to contact?

Please contact the school office in the first instance on Email:office.2583@stockham.oxon.sch.uk
If you require information about the school please go to our website.

If you would like impartial advice from Oxfordshire's Parent Partnership Service please contact
If you would like to know more about opportunities for children and young people with SEN and their families, please go to the Family Information Directory: <http://fisd.oxfordshire.gov.uk>

Oxfordshire's local offer contains lots of information for parents: <https://www.oxfordshire.gov.uk>

September 2016

Service/Agency	Contact Name	Tel/Fax
Advisory Teacher for Pupils with Down's Syndrome and complex medical needs	Eileen Wright	01865 744265
Autistic Service Outreach Teacher	Lorraine Davis	01865 726956

Consultant for Inclusion (SEN)	Rachel Falkner	01865
EBD Outreach Teacher	June White	01865 553080
Education Social Worker	Denise Walters	01235 555542
Educational Psychologist	Anne-Marie Baverstock	01235 554554
Occupational Therapist	Anne Gregory	01865 225342 07879014788
Parent Partnership	Suzanne Clark	csuz4074@gro ve.oxon.sch.uk
Physiotherapist	Jean Hignell	07887650316
Education Officer	Wendy Prue	01865 810618
School Nurse	Diane	01367 245418
SEN Governor	Maggie Swain	maggieswain@s ky.com
SEN/ICT service	Rene Ballan	01865 458763
Service for Pupils with Physical Disabilities	Jackie Leavey	01865 741489
Social Services	South -	01865 897983
Special Needs Advisory Support Teacher (SNA ST)	Jo Allott	01235 531377
Speech and Language Therapist	Georgina Wilmott	07880 724536