



A child's earliest experiences lay the foundations for their self-confidence, well-being, and later learning.

At Comper, we aim to provide the highest quality of education and care for our young children and their families. We celebrate the unique qualities of each individual child. We seek to foster a close partnership with parents and carers, where inclusive opportunities, good communication and a shared purpose and responsibility are at the heart of our school community.

Comper Special Educational Needs and Disability (SEND) Information Report 2021 - 2022

This report sets out the ways in which Comper Foundation School meets the needs of children, and their families, when a child has been identified as having special educational needs or a disability (SEND).

About our school

Comper Foundation Stage School is an inclusive Early Years School for children aged 2 to 5 years old. We educate children 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.

The Special Educational Needs, Disability Policy, Accessibility Policy, and other key policies can be found on our website: comper.org.uk

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

All teachers and practitioners at Comper are continually assessing, planning, implementing, and reviewing their approach to teaching all children. There are Pupil Progress meetings held each term where the class teacher or key worker, setting lead, SENCO and Head Teacher meet to plan and review progress of children. Where there is concern around the developmental progress of an individual child and where a potential special educational need has been identified, this process becomes increasingly focused on an individual child:

- Individualised assessments support class teachers' understanding of why a child might be finding it hard to learn and where the gaps in their learning are
- Continual consideration of the best approaches and strategies to meet a child's needs and to enable them to make good progress
- Outside professional agencies may support school staff with assessing whether a child has special educational needs
- The school identifies the needs of children with SEND on a provision map. This identifies all support given within school and is reviewed regularly. This ensures the



needs of the children are being met, and resources deployed as effectively as possible.

The school uses Oxfordshire County Council's Guidance for Early Years and 'Oxfordshire guidance for Special Educational Needs Support September 2020'. 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 the guidance:

<https://www2.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/EYSENGuidance.pdf>

https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/early_years_SEN_guidance.docx

How do we work with parents and children?

Comper values the views, wishes, feelings and aspirations of pupils and parents and ensures they participate as fully as possible in decisions that affect them, and that they receive appropriate support.

- We will always contact parents if we have a concern that a child may have a special educational need
- Parents/ Carers can speak with class teachers before or after school at a mutually convenient time
- Parents/ Carers can have telephone conversations at a mutually convenient time
- All Parents/ Carers of children on the SEND register will be invited to three SEND review meetings throughout the year. We work closely with children with SEN and their parents to agree outcomes and how we will all work towards these, and then to review progress
- All Parents/ Carers will be invited to two parents' evenings in the year to discuss their child's attainment and progress
- Children with EHCPs have an annual review where progress is discussed, and targets set. Written reports are provided and sent out in advance. Children are invited to contribute to this review where possible and appropriate.
- There are also opportunities for parents and children to contribute to our policies on SEN and Equality. We do this by parent focus groups. Please contact our SENCo if you are interested in being part of this group.

How we work with looked after children with SEN

We have not had any looked after children with SEN in the last year. We work with looked after children with SEN on an individual basis with the parents/carers according to the child's needs. Outside agencies will be involved as appropriate and we will work closely with the Virtual School where necessary.

Adapting the curriculum



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Headteacher: Catherine King



We offer a broad and balanced curriculum for all children including those with SEN using:

- Quality-first teaching with appropriate, targeted differentiation in place according to pupil need
- Additional adult support where appropriate to complement the work of the teacher/key worker
- Small group work, 1:1 and whole class teaching
- Personalised provision where appropriate through targeted, time-limited programmes
- Personalised provision through adapted resources and interventions.

We use the following intervention programmes to support closing the gap:

- Early Talkboost
- Teddy Talktime
- Spirals
- Wellcomm language activities
- NELI Language programme

The curriculum is adapted and made accessible to students with SEND using signing, visuals, visual timetables additional concrete resources, personalised equipment where necessary and smaller adult ratios/1:1s.

How will my child with a disability be supported?

Comper uses, and is mindful of, The Accessibility Policy to ensure that we adapt both the curriculum and environment, so provision is made for all children with SEND. Please access this policy under policies on our website.

The whole of the school site is accessible to children with a physical disability as it is on one level and reasonable adaptations can be made accordingly. The school has access for wheelchairs and suitable toilet facilities are available. Where a child has a disability, the SENCo and class teachers/key workers make sure that all adults are informed about effective management strategies and that other children are made aware as appropriate. Advice is sought from outside agencies on how best to provide for the child's needs and this advice is accessible to the adults working with the child. Arrangements are made to allow as much independence as possible, but with support available as and when necessary. We ensure that all equipment and resources are accessible to all children, regardless of their needs.

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

All children 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 key members of staff when planning trips so that everyone is clear about what will happen. We will always write a risk assessment and parental views will be included on this where appropriate.

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

<https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/disabilities.page?disabilitieschannel=0>



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Oxfordshire's accessibility strategy can be read at:

<https://www2.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SchoolsAccessibilityStrategy.pdf>

What expertise can we offer?

Our SENCo is a qualified teacher with tier 3 training in ASD.

All our staff have generalist safeguarding training and we also have a high proportion of staff trained as Designated Safeguarding Leads.

Professional development for our staff and ensuring that they can meet the needs of all the children we have in school is a high priority for us. We will train our staff so that they can support each unique child where necessary. Some of the training our staff currently have is:

- Autistic spectrum Condition
- Descriptive Commentary
- Makaton signing
- Various medical needs training such as epi-pen, diabetes, and tracheostomy

We also access a range of specialist outside agency support services including:

- Educational Psychology
- Special Educational Needs Support Service (SENSS) who support children with communication and language, sensory needs and physical needs
- Oxfordshire School Inclusion Team
- Community Paediatrics
- The school nursing team
- The community nursing team
- Social services
- Physiotherapy
- Occupational Therapy
- Speech and Language Therapy
- Early Years Special Educational Needs Inclusion Teachers

Other services are also available. Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>

We always discuss the involvement of specialist SEN services with parents first and arrange for parents to meet with the specialists to discuss their child. We will only work with outside agency services with parental permission.

Our **SENCo** is **Chrissy Gower**. She works at Comper on Thursdays. She can be contacted by telephoning on 01865 245768 or visiting the school to arrange an appointment or emailing cgower@comper.oxon.sch.uk.



How do we know if SEN provision is effective?

Our staff work very closely with all the children. In Daycare and Nursery we follow the key person approach where the children are assigned to an adult who will have responsibility for their wellbeing and progress. In reception this person is the class teacher, but they are supported by two Early Years Professionals. Our adults are constantly observing the children's development, making choices in the moment about their unique developmental next steps. We have various means of assessing and tracking the progress of the children, both formatively and summative. We use the following tools:

Assessment we use at Comper:

- Tapestry - Written observations recorded on the Tapestry Platform. These observations help build up a picture over both in the moment and collectively over time about your child's development
- Developmental Journal
- BPVS - Language Assessment
- Reception Baseline Assessment – A new 1:1 statutory assessment of children when they first start reception. Introduced by government from September 2021
- Wellcomm Assessment – Language Assessment
- Practitioners may also do mini assessments in phonics, reading and maths if they are deemed necessary to support understanding the child's next steps and they will always be age appropriate

In addition, for children 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.

Interventions

We may decide that your child needs to have a special intervention to support close some gaps in their learning and development. These may be delivered 1:1 or in a small group. We will always inform you if your child is accessing one of these.

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.

Governor Involvement

Our **SEN Governor** is **Rachel Weston**. She can be contacted by telephoning on 01865 245768 or visiting school to arrange an appointment.

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 our website under SEND & Inclusion or if you would like a hard copy, please ask the office.

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

All children can share their views through the 'All About Me' document that is sent to parents before they start at Comper. Our adults will sensitively support children, so the child voice is heard wherever possible. We try our best to listen to the views of children with SEND when



any plan of action is being put into place. If the child is not able to take part or it is not appropriate, we create a 'child's voice' sheet using photographic evidence.

We take bullying very seriously. We help to prevent bullying of children with SEN by applying our Behaviour Policy and giving all children and their parents the opportunity to discuss any issues. Our behaviour policy can be found on the policies section of our website.

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

The school budget, received from the Local Authority, includes money for supporting children with SEND (This is called 'notional SEND funding'). The Head Teacher and Leadership team, in conjunction with the school Bursar, decide on the allocation of the total budget for Special Educational Needs in consultation with the School Governors, based on the needs of the children currently in the school. The Head Teacher and Leadership team discuss all the information they have about SEND in our school, including:

- The children getting support already
- The children needing extra support
- The children who have been identified as not making as much progress as would be expected

They then decide what resources, training and support are needed, SEND funding is usually allocated to employ staff and outside specialists (e.g. Educational Psychologists) and to buy resources, training and equipment.

How is the funding allocated if my child has an EHCP or additional funding?

If your child has an EHCP or additional funding, the school receives additional finance in recognition that your child may require significantly more support or resources. The amount of money allocated is calculated in terms of number of hours and this additional funding is then used by the school to meet the outcomes identified for your child on their EHCP or additional funding application.

Joining the school and transitions

We encourage all new children to visit the school before starting. For children with additional needs, we may organise more than one visit and they will spend more time getting to know the environment and any key adults that might be supporting them. We meet with the child's parents/carers, collect information from their previous education service and arrange any immediate support if the child has an EHCP. If appropriate we will make a transition book for the child with photos of the school building and the staff to help the child to remember their visits to us.

When children are either moving into the next year group up at Comper or transitioning to another school we begin to prepare children well in advance. These are some of the things we do to support their transition:

- Visit their new classroom/school
- Meet their new key worker/class teacher
- Spend short amounts of time in their new setting
- Staff from another room/school may come and spend time with the child in their current setting to get to know them a bit where they are already comfortable



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- Play in the garden
- Photo book to take home so the child is familiar with the staff, classroom, and toilets
- If moving schools, we will contact the SENCO in the new setting to arrange a transition meeting to discuss a child's particular requirements.

If a lockdown situation occurs

If the school goes into a local or national lockdown then we will continue to follow government guidance and provide childcare for children with EHCPs and other vulnerable children. This provision will always be carefully risk assessed based on the local public health situation and the staffing ratios available in school.

We will keep in touch with all the families of our SEND children and provide them with work, videos, and phone calls to help their child make progress as best they can while they are at home. We will also keep in touch with any outside professionals who support our children.

What do I do if I am concerned about my child?

If you are concerned about your child, initially you should share your concerns with the class teacher or key worker. The class teacher/key worker will then meet with the SENCO to share your concerns. You will then be invited to a meeting with the class teacher and the SENCO to discuss next steps.

If you feel your concerns are not being heard you can contact either the SENCO directly on cgower@comper.oxon.sch.uk or the headteacher on office@comper.oxon.sch.uk

We welcome feedback – how do I do this?

If you'd like to feedback, including compliments and complaints about SEN provision please contact the Headteacher on 01865 245768 or send an email to the headteacher via the office email: office@comper.oxon.sch.uk. We aim to respond to any complaints within 5 working days.

SENDIASS (SEN and Disability Information, Advice and Support Service)

SENDIASS is an impartial advice, support, and advocacy service for parents of children with SEND in Oxfordshire. Please use the link below for more information or call them on their helpline: 01865 810516 open 9.30am – 2.30pm Monday – Friday.

<https://sendiass-oxfordshire.org.uk/>

More Information for families

If you'd like to know more about opportunities for children with SEND and their families, there is a list of support groups and information in the Family Information Directory:

<https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/home.page>

The Local Offer

Oxfordshire's Local Offer contains lots of information for parents about what is available in Oxfordshire to support disabled children and children with SEND and their families.



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The Local Offer has been developed in conjunction with families of children with SEND to ensure the information meets the needs of those with special educational needs. It has lots of information to help families know what to expect from education and services in Oxfordshire and how they will be supported.

For the Oxfordshire Local Offer, please follow the link:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>