



SEN Information Report

Stephen Freeman School

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

About our school

Stephen Freeman School provides for children and young people with a wide range of special educational needs including those with:

- **Communication and interaction needs;**
Includes children who have speech language and communication difficulties including autistic spectrum conditions.
- **Cognition and Learning needs;**
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;**
Includes children who have visual or hearing needs, or a physical disability that affects their learning

Our special educational needs co-ordinator (SENCo) is Jill Hazeldine.

Our SENCo can be contacted on: senco2549@stephen-freeman.oxon.sch.uk

The SEN administration assistant for the Inclusion Team is Deborah Wilson.
She can be contacted on: 01235814718 Ext Inclusion Team

Our governor with responsibility for SEN is Hayley Munro.

Our SEN policy is available on this website.

Our Equality Scheme and Accessibility Plan can be found on our website.

How do we identify and give extra help to children and young people 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 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/SEND/CompilationFoundationYearsandPrimary.pdf>

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

How do we work with parents and children/young people?

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 offer termly reviews at parent interviews but are happy to arrange these at another time should you require more time or greater privacy.

Each child on the SEN register has a Pupil Profile that outlines strengths, needs, strategies and interventions for support and yearly outcomes or targets. This will be updated and sent out to parents three times a year following each review.

Over the coming year there will be opportunities for parents and children to contribute to our policies on SEN and Equality and to be part of the process at our school. We aim to do this by the use of questionnaires, feedback, developing the 'pupil voice' through input to their profiles by children and a variety of other means. Feedback is always welcomed and the SENCo is happy to be contacted at any time to discuss any thoughts you may have.

Adapting the curriculum

We offer a broad and balanced curriculum for all children and young people including those with SEN. Details are published on the school website.



We adapt the curriculum by differentiated and age appropriate planning and through Quality First Teaching within the classroom.

At Stephen Freeman, when a pupil is identified as having SEN, we enable the pupil to participate, learn and make progress by taking action to:

- remove barriers to learning
- put effective special educational provision in place.

We understand that SEN support should arise from a four-part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four stages of the cycle are:

- Assess
- Plan
- Do
- Review.

The graduated approach starts at whole-school level. Teachers at Stephen Freeman are continually assessing, planning, implementing and reviewing their approach to teaching all children.

However, where a potential special educational need has been identified, this cyclical process becomes increasingly personalised:

- Individualised assessment leads to a growing understanding of the barriers to and gaps in the pupil's learning.
- Continual reflection on approaches to meeting the pupil's needs leads to a growing understanding of strategies that directly responsible and accountable for all pupils in their class(es), even when pupils are receiving support from a teaching assistant or other specialist staff, within or outside the classroom.

For further information please ask.

What expertise can we offer?

Our SENCo has recently completed the NASENCo qualification, and has specialist training in Special Needs Leadership and Coordination.

All staff have regular training in SEN related areas and are kept up to date with new ideas and initiatives.

We have staff who have received enhanced training in ELSA (Emotional Literacy Support) and are available for pastoral and nurture support.



There are also members of staff who are trained Forest School leaders. Teaching assistants are trained to support the particular needs of the children they work with.

We also have access to a range of specialist support services including Educational Psychology. Our partnership Educational Psychologist is Bryony Lansbert.

We often refer children to SENSS, who support children with communication and language, sensory needs and physical needs

Behaviour support is provided by Point 5 headed by Sarah Richens who also teaches at Northern House School.

Child and Adolescent Mental Health Services (CAMHS) are accessed when needed and we have ongoing support from the Oxfordshire Inclusion Support Team who ensure we are kept as up to date as possible with current SEN information and training etc.

Speech and Language therapists, Communication and Interaction support, Teacher of the Deaf, Complex Needs support and the Visual Impairment team visit children in school on a regular basis.

Early Intervention is in place and provides SEN support from Nursery age.

Early Help Assessments are offered where appropriate and there are members of staff who are responsible for providing Team Around the Family support.

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

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

We also work with other services and organisations that are involved with a family, with the family's permission.

How do we know if SEN provision is effective?

The progress of all children/young people is tracked throughout the school through our school data system, Integris, which is monitored closely in SEN progress meetings and levels are shared with parents on Pupil Profiles termly. We also use more specific assessment tools such as Strengths and Difficulties Questionnaires (SDQ) for SEMH assessment and Sandwell Maths and the Salford reading assessment. For some children with complex needs who are working at a level significantly below that expected for their age, P Scales are currently used at present. Should you require more information about any of these assessments, please do not hesitate to ask.

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. 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. Some of the interventions we currently use at Stephen Freeman School are:

For nurture and emotional support:

- ELSA
- Zones of Regulation
- SEN Forest School
- Drawing and Talking
- Talkabout
- ADHD Oxfordshire Protocol

For speaking and listening:

- Talk Boost
- Spirals
- Colourful Semantics

For reading:

- Fisher Family Trust
- Project X Code
- Reading for Meaning
- Precision teaching

For writing:

- Write Away Together
- Write from the Start
- Funky Fingers
- Beat Dyslexia

For mathematics:

- Numicon Big Ideas

More new interventions planned.

For physical needs:

- Physiotherapy support
- Clicker 7
- Splash
- Oxfordshire OT assessment

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. This will be added shortly.



How are children and young people 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/SEN/guidance/Schools_Accessibility_Strategy.pdf

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

All children have the opportunity to share their views through their school council representatives some of whom themselves have SEN needs.

We listen to the views of children/young people with SEN by asking them to contribute to their profiles

We take bullying very seriously. We help to prevent bullying of children/young people with SEN by following school policies and promoting awareness of and celebrating difference and diversity at our school.

Joining the school and moving on

We encourage all new children to visit the school before starting. For children/young people with SEN we offer extra visits and the opportunity to take time for the family to get to know key staff involved with their child.

We begin to prepare young people for transition into the next stage of their education or training by extra visits to secondary schools and plan and provide activities around transition and moving on.

Who to contact

If you are concerned about your child please do not hesitate to book a meeting with our SENCO or the class teacher as soon as possible.

If you would like to leave feedback, including compliments and complaints about SEN provision please email our SENCO on the email address above.



If you'd like impartial advice from Oxfordshire's Parent Partnership Service contact <https://www.oxfordshire.gov.uk/cms/content/contact-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:

[SEND: The Local Offer](#)

Our school has contributed to the county's Local Offer through attendance at a training workshop and through trialling of new guidance and systems