



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

Staff at Stephen Freeman are committed to ensuring that our school is a fully inclusive one where children are nurtured, supported and encouraged to achieve excellence. As such, all children are offered the same opportunities and included in all school activities regardless of their area of additional need.

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

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

Our SENCo can be contacted on 01235 814718 ext 5

Our governor with responsibility for SEN is Lucy Lindsay.

Our SEN Policy, Equality Policy 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/childreneducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.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. Similarly, we are always happy to listen to parental concerns should they arise.

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.

Parents are invited to meetings with external agencies where appropriate. We offer Inclusion Support Meetings where necessary, to support families with the needs of their children to make school more accessible and learning more successful.

Children with EHCPs will have an annual review of the plan with all those involved invited to attend.

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 shared with 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 in our Accessibility Plan. This particularly covers information about how we might adapt our provision or curriculum for children with physical disabilities.

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.
- Make reasonable adjustments to maximise progression and inclusion,

We adapt the curriculum by differentiated and age appropriate planning and through Quality First Teaching within the classroom. The learning opportunities all children experience at Stephen Freeman School are differentiated and tailored to suit their needs. The learning could be differentiated by task (by being given a different activity to complete), the level of support a child receives during the lesson (from an adult or his/her peers), or by outcome (the amount or nature of work expected to be completed by the end of the lesson). Using a variety of types of differentiation enables all children to learn and achieve in a way that best suits their learning style.

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.

Our Waves of Provision are attached and outlined below.

What expertise can we offer?

Our SENCo has completed the NASENCo qualification, and has specialist training in Special Needs Leadership and Coordination. She is also a trained Restorative Practitioner.

Our SENCo works with teachers, teaching assistants and outside agencies to organise and oversee provision for children with special educational needs (SEND). She leads the Inclusion Team and manages our team of Teaching Assistants and lunchtime staff.

Our Inclusion Team includes:

Matthew Bews- Wellbeing Lead
Sue Shaw –Inclusion Officer

Carolyn Hanwell- Attendance Lead
Deborah Wilson- Family Support
Jennifer Howard-SEN TA

We meet weekly as a group to discuss matters relating to inclusion including information sharing, support and provision for our children and families.

All staff have regular training in SEN related areas and are kept up to date with new ideas and initiatives. We aim to ensure that all of our teachers are experienced in making adjustments to meet the needs of individual children. Our teaching assistants (TAs) have a wide range of experience and expertise in the different areas of SEND and the type of assessment and interventions we use.



We have a trained ELSA (Emotional Literacy Support) Sam Crooke, who is available for pastoral and nurture support. We also have a SEN TA, Jenny Howard, who supports the SENCo with assessments, paperwork and bespoke interventions.

We have a trained Forest School leader who delivers sessions for both whole classes and SEN groups ie Gifted and Talented, Social Skills, Communication and Motor Skills.

Teaching assistants are trained to support the particular needs of the children they work with. They work in class or with groups to deliver an appropriately differentiated curriculum for them. They have access to profiles and targets for the SEN children in their Year Groups.

1:1 TAs are employed to support progress towards outcomes as stated on EHCPs. Where needed, they receive training from any external agencies involved.

We also have access to a range of specialist support services including an Educational Psychology employed by the Didcot Area Partnership. Our partnership Educational Psychologist is Bryony Lansbert.

Behaviour support is provided by Point 5 Ltd headed by Sarah Richens. This can take the form of a series of therapeutic sessions or bespoke advisory reports or assessments.

We often refer children to SENSS, who support children with communication and interaction needs, speech and language needs, complex needs (ie Downs Syndrome) and sensory and physical needs. 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.

SEN/ICT, Physiotherapy and Occupational therapists also liaise with us regularly to either provide direct support or provide training for staff to implement provision.

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

Early Intervention is a priority and provides SEN support from Nursery age. We work closely with the Early Years SEN Team (EYSENIT) to provide the best possible start to school life for children with SEN needs.



As an Inclusion Team, we work closely with health and social; care colleagues to ensure a holistic approach.

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?

We measure children's progress in learning against expectations for the end of each year group, as set out in the 2014 National Curriculum. Class teachers continually assess all children, identifying areas where they are improving and where further support is needed. Areas of specific concern are noted and followed up in discussion with the SENCo, phase leader or headteacher.

The progress of all children/young people is tracked throughout the school through our school data system, Integris, our data tracking program, is monitored closely in termly SEN progress meetings and levels are shared with parents on Pupil Profiles. 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.

We also track progress through assessments a number of times a year using a variety of methods including against the Early Years Foundation Stage Profile and other end of Key Stage statements; through standardised tests; and through discussion and observation of pupils and their work. All pupils, including those who are not making expected progress, are then discussed during frequent pupil progress meetings, in which the SENCo will discuss with class teachers the reasons why any individual might be experiencing difficulty and what further support can be given to aid their progress



When we run special intervention programmes for groups of children, we use provision tracking (Edukey) to assess what impact they have had and to inform future planning.

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/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. We also work closely with external agencies involved to gain expert advice to ensure a positive and well managed move to a new setting particularly for those children with EHCPs..



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.

SENDAIASS (Special Educational Needs and Disability Information, Advice and Support Service) offers impartial information, advice and support to parents of children and young people with SEND. Find out more by visiting:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/specialeducational-needs-and-disability-local-offer/information-advice-and-support-parents-and-children-aboutsen/sendiass-oxfordshire>

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