



Ottershaw Church of England Infant and Junior Schools

SEND Information Report

2023 - 2024

1. What kinds of special educational needs are provided by the school?

Ottershaw Christ Church Infant and Junior schools are 2 closely-linked mainstream, 2-form entry schools with the Infants having a 26 place Nursery (for 3 – 4 year olds). We have no specialised units or specialist teachers of SEND, but strive to be as inclusive as possible. Our current SEND (special educational needs and disabilities) pupils have a wide range of difficulties and our aim is to provide the best possible education for all our children. We adopt a graduated approach to meeting needs through quality first teaching and our staff make reasonable adjustments to help include all children not just those with SEND. Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and/or Mental Health
- Sensory and/or Physical

2. How does the school identify pupils with SEND and what should parents do if they think their child may have special educational needs?

The school has a SEND policy which can be found on the school website:

www.ottershawcofeschools.surrey.sch.uk

Some of our children are identified as having SEND or a disability prior to joining us. We liaise closely with any feeder schools and nurseries sending children with known special needs. Other children are identified as having SEND during their time with us. When considering whether a pupil has SEND, the 2015 Code of Practice advises that a pupil may be identified as having SEND if, despite receiving quality first teaching and additional support, he or she makes less than expected progress. This can be characterised by pupils whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

The progress of all pupils is monitored informally on a continual basis in all areas of learning and development. Where a pupil has made less than expected progress despite receiving high quality teaching and additional support, he or she may be identified as having a special educational need.

Parents are encouraged to talk to their child's teacher or the SENCO/Inclusion Leader if they have a concern about their child's educational needs or progress.

The Inclusion Leader/SENCO at the Junior School is Mrs Annick Lisher and she can be contacted by telephone: 01932 872323 or by email: alisher@ottershawcofeschools.surrey.sch.uk

This year, Mrs Shortland has a part-time SENCO role which focuses on Early Years and KS1 support. She can be contacted by telephone: 01932 873652 or by email: sshortland@ottershawcofeschools.surrey.sch.uk

3. How are parents involved and consulted?

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Parents' concerns are considered
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Parents are invited to attend the Annual Reviews for pupils with EHCPs to discuss the needs of their child. Where outside agencies are involved, parents are invited to discuss their child's difficulties with the professional and a copy of the report is always sent home with the child.

4. How are pupils' progress towards their outcomes assessed and reviewed?

As part of the assess, plan, do and review cycle we look at the actions needed to support a child towards their outcomes and the actions needed to be taken by those involved in the child's education to make a positive contribution. These actions are:

- The teacher's assessment and experience of the pupil
- The pupil's previous progress and attainment or behaviour
- The pupil's development in comparison to their peers
- The views and experience of parents
- The pupil's own views – a One Page Profile is completed
- Advice from external agencies where relevant

The school has a regular reporting cycle where parents are informed of progress: Parents' Evenings take place in the autumn and spring terms and a report is sent in the spring and the end of the summer term.

5. How will the school prepare and support pupils who join the school, transfer to a new school or the next stage of their education?

Children who join us in their Reception year have a full induction programme. This includes a presentation for parents, visits by the children to the school, visits by the staff to the nurseries and home visits in the summer term before they join, as well as an individual 15 minute visit to school for parents and children to meet the teaching team in the September before their children begin at Ottershaw Christ Church Infant School.

We have a robust transition programme in place for the whole school moving up to their new year group. In the summer term, the children have the opportunity of meeting their new teacher and spending a day in their new classroom. This enables them to make a smooth transition. Children moving up to year 3 are provided with a 'buddy' to take them on a tour of the school pointing out key areas e.g. the toilets, play areas, etc. An information meeting is held in the summer term for the parents of all year 2 children moving to year 3 in the following September.

When children join us from other schools, the Inclusion Leader will contact the previous school for additional notes on the child. Where necessary, a member of school staff (Inclusion Leader or class teacher) visits the previous school to ascertain what resources and teaching strategies are in place for a particular child, in order to ensure a smooth transition.

Very similar arrangements exist for our year 6 pupils, who are transferring to secondary school. Handover forms, completed by the Inclusion Leader and year 6 class teachers, are forwarded to all relevant secondary schools in the summer term prior to transfer. All year 6 pupils spend at least one day in their new schools. When considered necessary to ensure a successful transition, the Inclusion Leader will also arrange for SEND and/or other vulnerable pupils to make additional visits to their new secondary schools. The Inclusion Leader will also meet with the secondary school SENCOs to discuss each SEN/vulnerable pupil in detail.

6. Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all pupils in their class. High Quality teaching is our first step in responding to pupils who have SEND. This will be differentiated where necessary for individual pupils.

We also provide the following interventions to support pupils with their learning:

- Literacy for all – A reading accuracy and fluency programme
- Lego Therapy
- Additional Phonics
- Daily reading
- Talk Boost
- Daily Point of Need for Maths and English
- Speed Up Writing
- Support for pupils with Speech & Language targets
- Restorative approaches and Drawing and Talking
- Inference Skills
- Beat Dyslexia programme
- Social Skills group

- ELSA
- Play Therapy

7. How will the curriculum and learning environment be adapted to meet the needs of pupils with SEND?

Our staff are skilled at identifying the possible barriers to learning which children may have and will do what they can to remove or minimise these barriers. This may involve the following:

- Differentiating our curriculum to ensure all pupils are able to access it, e.g. by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting resources and tasks
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, e.g. giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Where pupils have been assessed by outside agencies, e.g. Speech and Language Therapy, Occupational Therapy or an Educational Psychologist, teachers ensure that the recommendations made by these practitioners are implemented, as far as possible.

If a pupil has an EHCP (Education, Health and Care plan), the level of support listed in the document will be provided.

We have an Accessibility Plan in place and consider our environment to be fully accessible. Both schools are equipped with a disabled toilet, ramps and other specialist equipment.

Additional support resources are bought for children with special needs and stored in a centralised area unless specific to the individual child. Class teachers tailor their classroom layout/displays depending on the needs of the children.

8. What support will there be for improving emotional and social development?

As a school, we fully recognise that a child's emotional and social needs are as important as their academic ones. We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- All children participate in PSHE lessons (Personal, Social and Health education)
- We have two trained ELSAs (Emotional Literacy Support Assistant), one at the Infant and one at the Junior school

The school has very high expectations of behaviour, and bullying or other intolerant behaviour, is regarded as completely unacceptable. Members of staff are available to support children and play an active role in upholding the Behaviour and Anti-Bullying Policy which includes guidance on expectations, rewards and sanctions. Staff have been trained in restorative approaches.

Our office team manage the administration of medicines and provision of personal care. Staff members are trained to administer emergency aid to pupils with specific medical needs as well as being first aid trained. The school has an up to date Medical Policy in place.

9. What specialist services and expertise are available at or accessed by the school?

We aim to ensure that all staff working with pupils who have SEND possess a working knowledge of the child's needs in order to support them in accessing the curriculum. Training in SEND regularly forms a part of staff meetings. The Inclusion Leader and Infant SENCO attend the local authority SENCO network meetings in order to keep up to date with local and national agendas.

Where it is felt that external support is necessary, we discuss any referrals with parents/carers first and gain full consent before proceeding. The school works with the following agencies in supporting the needs of the children:

- Educational Psychology
- STIP Team (Specialist Teachers for Inclusive Practice)
- Physical and Sensory Support
- Race Equality and Minority Support (REMA)
- Speech and Language Therapy,
- Occupational Therapy
- Freemantles Outreach Service
- CAHMS and Social Care

10. How will pupils be included in activities outside the classroom including school trips?

Our school promotes involvement of all our pupils in all aspects of the curriculum including activities outside the classroom:

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and-after-school clubs.
- All pupils are encouraged to go on our residential trips and educational visits.
- All pupils are encouraged to take part in sports day, school plays and special workshops.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Where there are concerns of safety and access, further thought and consideration is put in place to ensure the needs are met. Where applicable parents/carers are consulted and involved in planning. We always produce very thorough risk assessments for all off-site activities.

11. How does the school evaluate the effectiveness of the SEND provision?

We review the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions termly
- Monitoring by the Inclusion Leader and SENCO

- Using Individual Provision Plans to measure progress
- Holding annual reviews for pupils with EHC plans

The school has very effective tracking and monitoring systems in place and staff are constantly reviewing the provision for all pupils, including those with SEND. Class teachers meet termly with parent(s)/carer(s) to review and update the SEND Individual Support plan, assessing progress against desired outcomes. The completed paperwork is monitored by the Inclusion Leader.

12. Who can I contact for further information?

In the first instance, parents/carers are encouraged to talk to their child's class teacher if they have a concern. If additional help is required, parents/carers are most welcome to contact the school's Inclusion Leader.

The Inclusion Leader is Mrs Lisher, telephone number **01932 872323** and email is alisher@ottershawcofeschools.surrey.sch.uk

13. Monitoring arrangements

This information report will be reviewed by Mrs Annick Lisher every year. It will also be updated if any changes to the information are made during the year.