



John Hampden Primary School SEN Information Report

July 2024

This report sets out how John Hampden Primary school ensures that all children receive their right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential. We recognise that all children are individuals, each with their own needs that are special to them.

About our school

At John Hampden Primary School we aim to provide for children with a wide range of special 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:**
This includes children who may have behaviour difficulties relating to emotional conditions such as anxiety or depression.
- **Sensory and/or Physical Needs:**
This includes children who have visual or hearing needs, or a physical disability that affects their learning.

About our SEND and Inclusion Lead (Special Educational Needs Coordinator)

Our school SENCo is Mrs Luci Watson. She is a qualified teacher who has completed the National SENCo Award. She works closely with class teachers and SLT (Senior Leadership Team) to oversee the provision and monitoring of children's learning and progress throughout the school and to support the families of those children with special educational needs.



Mrs Watson is also an experienced Early Years Teacher having taught in our Nursery and Reception classes for 13 years.

You can contact Mrs Watson by:



Email: lwatson@john-hampden.oxon.sch.uk

Tel (School Office): 01844 212291

Our SEN Governor is Mrs Rosy Bowling.

Our SEN Policy and our Equality Scheme and Accessibility Plan can be found on the school 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 our pupils in this.

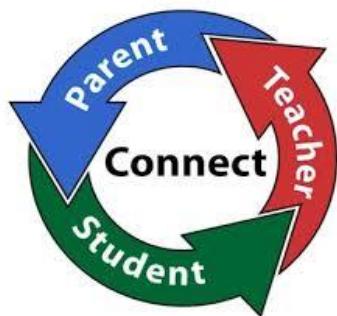


You can read it here:

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

We also use the data from the PIRA (Progress in Reading Assessment) and PUMA (Progress in Understanding Maths Assessment) assessments which is collated on Target Tracker and informal tests done throughout the year to see whether children are at risk of falling behind. Salford Reading tests are used to assess the stage and progress of children who are falling behind age related expectation in reading. In the Foundation Stage we look at data that tracks progress towards the Early Learning Goals. We also use information from parents if they have developmental concerns. For children who are not yet ready to access the Primary School curriculum, we use the Oxfordshire Developmental Journey to track progress and set targets.

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



The partnership between school and home is important to us here at John Hampden Primary School. 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 SEND and their parents to agree outcomes, how we will all work towards these and then how progress will be reviewed.

The communication happens in a variety of ways:

- Each child has a pupil profile which outlines the interventions and / or strategies used to support the child's learning. This document is updated by the class teacher and will be shared with parents.
- Review meetings are held between the parents and class teacher in line with parent evening meetings, but additional meetings may take place if required. Parent evenings are held twice a year in the Autumn and Spring terms.
- Parents are always able to speak to the class teachers at the end of the school day regarding any concerns.
- Appointments can be made to see the school SENCo by phoning the school office.
- We will also liaise with anyone who parents have told us are already involved with their child in an SEN capacity.

Adapting the curriculum

We offer a broad and balanced curriculum for all children and young people including those with SEND. The way in which we adapt this provision for pupils with SEN and/or disabilities is set out on our website in the School Accessibility Plan. We use intervention programmes such as Precision monitoring, Ready Steady Write and Colourful Semantics to support the development of language and literacy skills for children identified as needing extra support in these areas. We run 1:1 and group intervention work across the school to target difficulties pupils may be experiencing in developing their learning and/or social skills in line with age related expectations. We also have an ELSA (Emotional Literacy Support Assistant) who offers 1:1 or small group work to support children to develop their literacy support. As a school we use The Zones of Regulation as a whole school initiative to support all children's emotional regulation.



What expertise can we offer?

Our SENCo holds a Post Graduate Certificate in Education (QTS - Qualified Teacher Status) and the National SENCo Award. She has and has undertaken training on Early Help Assessment form completion, Good Autism Practice (Autism Education Trust) various Down Syndrome causes, and a number of courses on Attachment and Trauma Theory. She will attend meetings of SENCO's at least three times a year to share good practice and keep up to date with local and national initiatives. These are at partnership level and also across the other local partnership, Watlington. She also attends the SEN conference each year to listen to national speakers.



Staff are kept updated on new developments and initiatives by our SENCo.

Teaching assistants are trained to support the particular needs of the children they work with. A TA representative attends each of the partnership

TA sessions. Our TAs also attend fortnightly meetings with the SENCO and Deputy Head where a variety of training and advice is given. Sessions have included (but are not limited to): Makaton Sign Language (with our Makaton Level 3 trained TA); Developing Expressive Language skills (with our school Speech and Language Therapist); Behaviour as Communication (with our OXSIT consultant); The Zones of Regulation; and Quality First Teaching.

We employ a TA who has trained over the years to become a Level 3 Makaton Signing Expert to support the language and communication development of a number of children across the school. We sign a lot as a school and staff or continually learning new words and signs. Makaton Signing Ambassadors (Y1-6) meet termly and are responsible for

teaching new signs related to class topics or whole school PSHE themes. Signs of the week are used in assembly to enhance provision across the school.

We employ a TA who is currently completing her ELSA (Emotional Literacy Support Assistant) qualification who works with children to develop their emotional regulation on a 1:1 or small group basis.

We also have access to a range of specialist support services including:

- Oxfordshire Educational Psychology
- SENSS (Special Educational Needs Support Service) Communication and Interaction Team
- SENSS Down Syndrome and Complex Needs Team
- SENSS Hearing and Impairment Team
- SENSS Early Years team (EYSENIT)
- Oxfordshire Speech and Language Therapy Service
- Oxfordshire Physiotherapy Service
- Oxfordshire Occupational Therapy Service
- Child and Adolescent Mental Health Services (CAMHS)
- OXSIT (Oxfordshire Schools Inclusion Team) advisory consultants



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

<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 SEND services with parents first. They will usually need to sign a consent form for any service to become involved with their child/ren.

We are also happy to work with other services and organisations that are involved with a family, with their permission.

How do we know if SEN provision is effective?

The progress of all children/young people is tracked throughout the school following the three assessment weeks that are spread across the academic year. We input data for the PIRA and PUMA assessments into the Rising Stars website and then use this to identify groups and individual's progress.

In addition, for children/young people with SEND 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 write a pupil profile for each child on the SEN register which includes recommended actions from outside agencies and child's and parents' views and keep track of interventions on the provision map each term.

When we run special intervention programmes for individuals or groups of children we assess how successful they have been and use that information to decide on how best to move learning forward. The ELSA keeps records of what she is doing and data shows how the children have improved. Sometimes the child's work will have shown enough progress toward their goals that we will decide that the intervention is no longer needed. We are planning to implement individual provision trackers for some of the children with SEND to help us see how the interventions and support are helping them to progress and therefore plan the most appropriate support for them going forward.

How are children and young people with SEN helped to access activities outside of the classroom?

The inclusion of all children in our extra curricular activities is important to us at John Hampden Primary School. We ensure that all children are able to join in with our many and varied activities throughout the year such as special services in the church, whole school celebrations and themed weeks (such as Arts Week, Science Week, Sports Week etc), swimming lessons in Thame, and other class trips that are related to learning topics.



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 communicate with parents and young people when planning trips so that everyone is clear about what will happen. We will do a full risk assessment for individuals if we feel that their SEND makes this necessary.

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

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/information-parents/family-information-service>

Oxfordshire's accessibility strategy can be read at:

<https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/schoolsaccessibilitystrategy.pdf>

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

All children have the opportunity to share their views through the school council and in school PSHE lessons and assemblies and use the Jigsaw PSHE scheme throughout the federation. We listen to the views of children/young people with SEND by involving them in the writing of their pupil profiles. We take bullying very seriously. We help to prevent bullying of children/young people with SEND by discussing incidents with

children both in PSHE lessons and by dealing with incidents very seriously in school. We have an anti-bullying week each year where we look at current issues. We encourage all children to speak to their class teacher if they have a problem or concern.

We have an ELSA who will work with children to support their emotional development. As a school we use The Zones of Regulation as a whole school initiative to help support everyone with their emotional wellbeing and regulation.

We have also opened The Sanctuary in our Library at lunchtimes, where children who find it overwhelming in the playground or who may be struggling emotionally and need a quiet place can come and enjoy being in a calming environment. Children in The Sanctuary will engage with each other through colouring, drawing, boardgames and some have begun learning to crochet!

We also have a team of Year 6 children every year who are our Wellbeing Ambassadors who work hard to support children throughout the school; from leading assemblies about wellbeing and kindness, to being play leaders in the playground, to support children in The Sanctuary.

Joining the school and moving on

We encourage all new children to visit the school before starting. For children who did not attend in our Nursery class, we receive EYFS profiles from local childminders and other pre-school provision. We visit nurseries wherever possible and will often arrange home visits. Having a Nursery class means that the teaching staff have already had daily access to the children who will join the Reception class and will be aware very early on of any needs or involvement with SEN agencies. For children with SEND a meeting with the SENCo is recommended.

We begin to prepare our Year 6 pupils for their transition into the next stage of their education by liaising with the local secondary schools and talking to their Year 7 mentors and pastoral teams. This helps to ensure as smooth a transition as possible. This year they were offered Pioneers programmes for vulnerable children and also extra sessions for those with ASD. These were extra session with specialist staff and less children on site.

Developments this year

Pupil profiles are now well embedded and use recommendations from all external agencies to provide a holistic approach to provision. Staff now are familiar with these and will review three times each year with parents. They include the strengths of the child as well as areas for development.

Due to the high needs of some of our children we have adapted spaces around the school for their use. For example we have developed a sensory room by utilising some of

the Nursery Classroom. The Sensory Room includes resources such as LED lighting, blacked out windows, white noise machine, light table and texture mats. This is accessed by children in Foundation to Year 1. In addition to this the Vernon Hall has become a physical therapy space used by children from Foundation to Year 1. Apparatus includes a large crash mat, mini trampoline, peanut.

New staff have been trained on how to use and update children's Pupil Profiles (Pupil Learning Plans). SENCO has supported staff with writing and assessing targets.

School have invested in Arbor, a cloud Management Information System. The SENCO has begun populating SEN relevant information, with a view to using it to manage and evaluate SEN provision and interventions.

We have continued to embed the use of CPOMs to record SEND information, this allows us to build profiles and catalogue evidence which can be used to inform assessments and diagnosis.

Our speech and language therapist has delivered training to teachers and TAs on Colourful Semantics. The long term aim is to extend this beyond interventions to enhance the English curriculum in Foundation Stage and Key Stage 1. The colours have been adopted for whole school use when labelling classrooms and resources.

We have continued to use Zones of Regulation as a whole school approach to emotional regulation. Each year group has a manual and a minimum expectation to teach discrete lessons every day for the first week of each term. This requires further training next year, particularly with new staff in mind. We plan to make adaptations to make it more usable in Early Years.

We currently have 11 children with EHCPs. A further 4 have been applied for.

The SENCO has delivered a series of SWIFT courses to parents. The purpose of this course is to help schools and families of children with Communication and Interaction Needs to feel empowered in supporting the child's needs. This course was previously delivered by the SENSS Communication and Interaction Team, but the SENCO has undertaken training to deliver it herself.

We have incorporated some adaptive practice and inclusive classroom strategies into the non-negotiables for all teachers. For instance, visual timetables, calm space, Zones of Regulation, consistent labelling of resources using Widgit and Colourful Semantics, decluttered classrooms and displays.

We have embedded the use of Literacy Gold (was Dyslexia Gold) as a screening tool to identify and support children with literacy difficulties.

We have introduced the use of the software Clicker to enable children who struggle with literacy to be able to access learning and create pieces of work.

We have trialled the use of the Oxfordshire Learning Journal as a tool for assessing some of our children with High Level SEND. We plan to continue to use this, and extend use.

Following training from Team Teach and OXSIT we have developed a behaviour plan format to be used consistently across the school for children who need one. It includes a description of escalating dysregulation and appropriate language and action from supporting staff. This is evaluated regularly and consistently within year group teams.

We have used a tool called Evaluate My School to evaluate SEND provision and identify areas of weakness with a view to adding the improvements to a SEND action plan for next year.

Outside support

- The speech and language therapist Jemma Whitton has been our SALT this year and will continue to support us next year.
- The Communication and Interaction service (Lucy Beerling) will continue to support some children at our school.
- The Down Syndrome and Complex Needs team (Laurie Smith) will continue to work with staff and children this year.
- The Educational Psychologist Jess Chiappella has been our EP this year. Next year our EP will be Caroline King.
- Our Physiotherapist this year has been Emily Sherwood, who will continue to work with us next year.

Feedback and complaints procedures

At John Hampden Primary School we welcome feedback from parents. If a parent of guardian is concerned about SEN provision for their child, initial contact should be made with the class teacher. A meeting will then be arranged, which may include the Head and/or SENCo, to discuss the concern.

If you would like impartial advice from Oxfordshire's Parent Partnership Service (now called SENDIASS) contact: <https://sendiass-oxfordshire.org.uk/>

In the event of a formal complaint concerning SEN provision, parents/guardians are advised to contact the Head Teacher and follow the Oxfordshire LA procedure in the first instance. Parents may also contact the Governing Body.

Oxfordshire's Local Offer contains lots of information for parents:

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

