



# SEN Information Report

<i>Policy/Procedure Title</i>	<b><i>SEN Information Report</i></b>
<i>Issue Date</i>	<i>June 2023</i>
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<i>Reviewed</i>	<i>September 2023</i>
<i>Review date</i>	<i>September 2024</i>

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our Propeller Trust website [here](#)

**Note:** If there are any terms we’ve used in this information report that you’re unsure of, you can look them up in the Glossary at the end of the report.

### 1. What types of SEN does the school provide for?

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We are a school that is designated to educate pupils with Profound and Multiple Learning Difficulties and/or Severe Learning Difficulties. Our pupils may also encounter other difficulties too, however they must be working at a level which is significantly below ‘Age Related Expectations’

Our school provides for pupils with the following needs:

<b>AREA OF NEED</b>	<b>CONDITION</b>
<b>Communication and interaction</b>	Autism spectrum disorder
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## 2. Which staff will support my child, and what training have they had?

As a Special School, all our staff receive specific training to ensure they are able to cater for the needs of the pupils in their care.

### **Headteacher**

The headteacher will:

- Work with the governors to determine the strategic development of the SEN policy and provision in the school
- Manage all referrals and be the key point of contact with the LA regarding placement of pupils
- Have overall responsibility for the provision and progress of pupils
- Have overall responsibility for parental engagement with school
- Has overall responsibility for collaboration with the LA to moderate the Descriptors of Need linked to funding allocation for cohorts of pupils
- Has overall responsibility for partnership work with specialist and mainstream school
- Have overall responsibility for pupil funding streams and provision costs

### **Senior Leadership Team**

The Senior Leadership Team will:

- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of the Curriculum and Assessment tool which is specifically designed to support the needs of pupils
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure all pupils receive appropriate support and high-quality teaching
- Have day-to-day responsibility for the co-ordination of specific provision made to support individual pupils with SEN and EHCPs
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Monitor that the school environment to ensure inclusive practice and that provision led by need
- Advise on the approach to teaching and learning
- Be the point of contact for external agencies, especially the local authority and its support services with regards to provision e.g., ITSBS, Early Intervention projects, additional funding requests
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Lead on transition of pupils across phases, to alternative provision and transfer from primary to secondary

### **Middle Leaders**

The Middle Leaderships will:

- Lead Pathway/Phase weekly meeting
- Work with teachers within the pathway to ensure the delivery of the curriculum
- Within their Pathway/Phase, monitor, moderate and scrutinise
  - Planning
  - Assessment
  - Behaviour
  - Complete Learning Walks

### **Teachers**

All of our teachers receive in-house SEN training, and are supported by the Senior Leadership Team to meet the needs of our pupils.

Teachers will:

- Plan and deliver lessons within the parameters of the curriculum offer
- Monitor progress and achievement
- Provide records to SLT and Pathway/Phase that show progress and achievement
- Provide tools to support pupils with emotional self-regulation
- Work collaboratively with parents to enable progress and achievement

- Work collaboratively with therapists and provide programs and reports as required

### **Teaching assistants (TAs)**

We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have teaching assistants and other who are trained to deliver interventions such as ELSA, Team Teach, TEACCH

### **Family Advocate**

Our Family Advocate works collaboratively with SLT, teachers, TAs and outside agencies to holistically support our families and signpost to other services where necessary so that our pupils can fully access education.

### **Training**

To ensure pupils are both safe in our environment and educated in a way that will both support them and meet their needs, in the last academic year, Teachers and TAs have been trained in the following

- *Phonics*
- *Maths*
- *Target Setting*
- *Threshold of Needs*
- *Safeguarding*
- *Signing*
- *SaLT Training*
- *Hoist Training and Manual Handling*
- *GDPR*
- *First Aid*
- *Team Teach*
- *Outdoor Play Provision*
- *PLUMES*
- *General Medical Training*
- *Zones of Regulation*
- *Feeding*
- *In Print*
- *PLUMES*
- *The role of the adult in supporting purposeful activity and learning:*
  - *Adult focused learning*
  - *Adult initiated learning*
  - *High quality Interactions*
  - *Treasure Baskets*
  - *Heuristic play*
  - *Busy Boxes*
  - *Child initiated learning*
  - *Key Person*
  - *Narrative observations*

### **External agencies and experts**

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

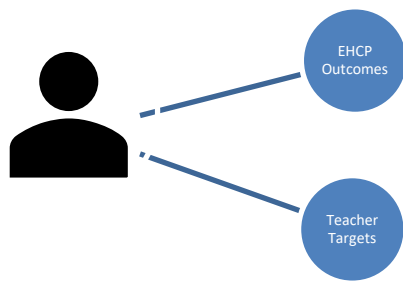
- Speech and language therapists
- Educational psychologists
- Occupational therapists

- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations
- Partnership with Abingdon schools, other Special Schools and academy trusts

### 3. How will the school measure my child's progress?

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We use a range of methods to assess the progress of our pupils at Kingfisher School.



- EHCP Outcomes-ILP
  - Communication, Language and Literacy
  - Problem Solving and Reasoning
  - Independent Living Skills
  - Individual Goal
- Teacher Targets
  - English-Reading and Writing
  - Maths

The school sets ambitious targets for all pupils which are set using the EHCP Outcomes and developed with parents and therapists, which are rigorously monitored. These are then broken down into manageable steps which may or may not be progressive.

In light of the Rochford Review and introduction of The Engagement Model we are currently reviewing the appropriateness of setting Maths and English Targets for all pupils. We anticipate that we will continue to set subject based targets for pupils that are capable of working within a subject specific curriculum. Other pupils will be following the Engagement Model and using B-squared Engaging Steps to track progress against the 5 areas of Engagement. This is a significant area of development which is included on our School Development Plan. It is being developed alongside our current Curriculum development and newly incorporated Assessment tools.

Assessment data is rigorously monitored throughout the school year, with swift intervention implemented if necessary. This scrutiny ensures that the majority of pupils make the progress expected of them and beyond.

As part of the rigorous system for the Annual Review Process much thought is given to prioritising long term outcomes which are pertinent to the individual child. These outcomes are then broken down into annual targets under the four headings of Communication Language and Literacy, Problem Solving and Reasoning, Independent Living Skills and an Individual Goal. In respect of the pupils lifelong learning skills, as a school we strongly believe that these are the targets that are most important to the development of our pupils, both personally and educationally and will have the greatest impact on their future. For this reason, these are the areas in which we report to parents, governors and outside agencies.

In addition to this, all targets are discussed by SLT to ensure that all staff have the high expectations of the pupils that we expect.

The assessment process is a lifecycle continuum with the pupil at the heart. Assessments are regularly updated. Each class's assessments are fully updated by the last Wednesday of each Term using B-Squared for our curricular assessments. Progress towards Maths, English and ILP targets are reported on the 15<sup>th</sup> December, 15<sup>th</sup> March and 15<sup>th</sup> June. Progress is monitored throughout the cycle by SLT.



## Recording

Progress towards EHCP Outcomes is recorded on the Individual Learning Plans.

Progress is recorded in EviSense as well as individual pupils' books. For the pupils working within the National Curriculum, feedback and next steps are given to the pupil.

This evidence is used to substantiate the teacher judgements, which are linked to, and recorded on B-Squared, Connecting Steps and on ILPs. These are shared with parents and also communicated through the home school record book.

## Reporting

Reporting takes place twice a year. We have adopted a system whereby teachers give a grading to show how the pupils are progressing towards their end of year targets, rather than exactly where they are at the time of reporting. This is so we can show whether a pupil is working at a rate in order to achieve their end of year target. Teachers will look at progress measured against B-Squared criteria as well as the steps within their ILP, they will then make a judgement on the probability of whether the pupil is on track to achieve their target.

Teachers report that the pupils are below target, on track to achieve their target or are working at a level above their target. (Above=A, On=O, Below=B, **AOB**), If the pupil is consistently working at a level that they will achieve above their target, then in consultation with the pupil, their parents, therapists and SLT, the teacher will increase the target. We are mindful, however not to demotivate individuals by raising their target without informing them of how well they have done to achieve their target early.

Teachers provide a reporting sheet to parents detailing not only where their child is in relation to the targets (AOB) but also the next steps that need to be taken in order to secure

progress. This forms the child's interim review and is issued in March as well as within their end of year report issued each July. There is also an opportunity to discuss amendments to the pupils Individual Learning Plan (ILP) and/or their End of Year Goal (Target).

### **Moderating**

Moderation takes place both internally across all classes and clusters as well as externally in conjunction with other Special School and our mainstream counterparts.

#### **4. How will I be involved in decisions made about my child's education?**

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We will provide reports on your child's progress twice a year

Your child's class/form teacher will meet you 3 times a year], to:

- Set clear targets for your child's progress
- Review progress towards those target
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do
- Update the PLUME (Plan to Understand My Emotions)

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

Each pupil here at Kingfisher will have an Education and Health Care Plan (EHCP) which sets out the SEN needs of the pupil as well as the provision that is expected that we will provide. The EHCP is reviews regularly, at least once a year. If either the school or parents feel that the provision or outcomes need to be reviewed earlier that is scheduled an Early Annual Review can take place.

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.



- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

### 5. How will the school adapt its teaching for my child?

Your child’s teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child’s needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- TAs will support pupils on a 1-to-1 basis to enable them to access learning opportunities
- TAs will support pupils in small groups to enable them to access learning opportunities

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
<b>Communication and interaction</b>	Autism spectrum disorder	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope
	Moderate learning difficulties	Adapted resources
	Severe learning difficulties	Adapted resources

<b>Social, emotional and mental health</b>	ADHD, ADD	Quiet workstation Limited classroom displays	
	Adverse childhood experiences and/or mental health issues	Nurture groups	
<b>Sensory and/or physical</b>	Hearing impairment	Hearing Support	
	Visual impairment	VI Groups Access to Limiting classroom displays	
	Multi-sensory impairment	Sensory rich environment	
	Physical impairment	Physiotherapy Occupational Therapy Specialised equipment and resources	

These interventions are part of our contribution to Oxfordshire County Council's local offer.

#### 6. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Holding an annual review
- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaire
- Using parent questionnaire
- Using provision maps to measure progress

#### 7. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover necessary costs. If funding is needed beyond this, we will seek it from our local authority.

## **8. How does the school make sure the admissions process is fair for pupils with SEN or a disability?**

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All children admitted to a SEN provision must have an Education, Health & Care Plan (EHCP). Children in the foundation Class can be admitted if their statement is started.

Before a child can be considered for admission the school would expect to satisfy parents that the child's special educational needs could be met at the school. The Code of Practice' Section 8

A child may not be admitted if:

- a) They are considered a danger to themselves or other pupils
- b) They do not fall into the categories as specified in current Funding Agreements
- c) It is felt their problems in addition to their learning difficulties (e.g. behavioral problems) should be catered for in a school or academy with a particular specialism.

If a child is thought to be a suitable candidate for a place in the school an SEN officer prepares a case which is considered at the SEN Moderation panel. The panel is made up of SEN and LA officers, representatives from Primary, Secondary and Special Academies and Educational Psychologists. The panel sits weekly/fortnightly depending on demand. The LA then consult with the school to ascertain the availability of a place.

## **9. How does the school support pupils with disabilities?**

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We provide facilities to help SEND pupils access the school, including the provision of auxiliary aids and services. More information can be found in our accessibility plan which is located on the school website [here](#)

## **10. How will the school support my child's mental health and emotional and social development?**

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We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- We provide extra pastoral support for listening to the views of pupils with SEN by ELSA provision
- We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by delivery through the PHSE Curriculum

- We use Zones of Regulation as a tool for all pupils to enable them to first label and then manage their emotions
- All pupils have a PLUME which uses Zones of Regulation
- We use Best Buddies to enable some of our pupils to have learning experiences alongside their mainstream peers

## 11. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

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### Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term

### Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

### Onto adulthood

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

## 12. What support is in place for looked-after and previously looked-after children with SEN?

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The Deputy Headteacher (DSL) will work with all teachers to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHCP are consistent and complement one another.

## 13. What should I do if I have a complaint about my child's SEN support?

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Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy. You can find a link to the Propeller complaints procedure [here](#)

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Oxfordshire County Council: [Resolving disputes, mediation, complaints and appeals | Oxfordshire County Council](#)

#### **14. What support is available for me and my family?**

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If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child, and your family.

To see what support is available to you locally, have a look at your local authority's local offer. Oxfordshire County Council publishes information about the local offer on their website:

[Special educational needs and disability: The local offer | Oxfordshire County Council](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[SENDIASS Oxfordshire | Information, advice & support in Oxfordshire \(sendiass-oxfordshire.org.uk\)](#)

Local charities that offer information and support to families of children with SEND are:

- [OXFSN](#)
- [Autism Oxford - Autism Assessments & Clinical Services](#)
- [Autism Family Support Oxfordshire | Home \(afso.org.uk\)](#)
- [Dyslexia | Oxfordshire Dyslexia Association | England \(oxdys.org.uk\)](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

## 15. Glossary

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- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHCP
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHCP. The local authority will do an assessment to decide whether a child needs an EHCP.
- **EHCP** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages