

Aston and Cote CE Primary School



SEN OFFER

Aged Range of School	4-11 (FS/KS1/KS2) Primary
Type of school	Church of England (VA)

Our school endeavours to meet the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

Admissions:

Students with SEN are allocated places in two separate & distinct ways:

Those pupils with statements or EHCPs have a separate admissions procedure overseen by Oxfordshire's Local Authority SEN team.

Those pupils who have SEN but do not have a statement or EHCP are admitted via the normal school admissions criteria.

Detailed information and guidance of how to apply for a place at Aston and Cote both if your son/daughter has statement of special educational needs, or if he has special needs but does not have a statement, can be found on the following link:

<https://www.oxfordshire.gov.uk/cms/public-site/school-admission-rules-and-policies>

Further details about what the Oxfordshire Local Authority do to support children with SEN (Local Offer) can be found at:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-sen>

PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING IN THIS SCHOOL:

School Based Information	Staff	Summary of Responsibilities
<p>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs (SEN)?</p>	<p>The SENCO, Zoe Pike.</p> <p>Class Teachers</p>	<p>They are responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs (SEN) and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Ensuring that you are: <ul style="list-style-type: none"> • involved in supporting your child's learning • kept informed about the support your child is getting • involved in reviewing how they are doing • part of planning ahead for them. • Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc... • Updating the school's SEN register (a system for ensuring all the SEN needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs. • To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN in the school) to achieve the best possible progress in school. <p>They are responsible for:</p> <ul style="list-style-type: none"> • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.

	<p>Head teacher-Mrs Paula Phillips</p> <p>SEN Governor</p>	<ul style="list-style-type: none"> • Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school's Inclusion and Teaching and Learning Policy is followed in their classroom, and for all the pupils they teach with any SEN. <p>She is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEN. • She will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met. • She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEN. <p>She is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the necessary support is made for any child who attends the school who has SEN.
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HOW COULD MY CHILD GET HELP IN SCHOOL? :

Children in school will get support that is specific to their individual needs. This may all be provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the other services, such as Educational Psychology (EP).
- Staff who visit from outside agencies, such as the Speech and Language therapy (SALT) Service

	Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN input) children will be at when receiving this input.	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children with SEN in this school?	Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.	<ul style="list-style-type: none"> • Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class. • Ensuring that all teaching is based on building on what your child already knows, can do and can understand, using the accelerated learning phases. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve more personalised teaching and learning approaches. • Putting in place specific strategies (which may be suggested by the SENCO or outside staff) to support your child to learn. 	All children in school should be getting this as a part of outstanding classroom practice when needed.
	Specific group work with a smaller group of children. This group may be <ul style="list-style-type: none"> • Run in the classroom or outside. • Run by a teacher or TA who has had training to run these 	<ul style="list-style-type: none"> • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. • A Teaching Assistant/HLTA/teacher or 	Any child who has specific gaps in their understanding of a subject/area of learning.

	<p>groups.</p>	<p>outside professional (like a Speech and Language Therapist) may run small group sessions using the teacher's plans either in a small group or within the classroom setting</p>	<p>Children will be placed on the school's SEN register.</p>
	<p>Specialist groups run by or in partnership with outside agencies e.g Speech and Language therapy or Occupational therapy groups</p>	<ul style="list-style-type: none"> • Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more specialist input instead of or in addition to outstanding class room teaching and intervention groups. • You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. • You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs and be able to support them better in school. 	<p>Children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.</p>

		<ul style="list-style-type: none"> • The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better ○ Support to set better targets which will include their specific expertise for teachers to implement ○ A group run by school staff under the guidance of the outside professional e.g a social skills group ○ A group or individual work with outside professional • The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place. 	
	<p>Specified Individual support for your child of more than 15 hours in school.</p> <p><i>This is usually provided via a Statement of Special Educational Needs or new applications an</i></p>	<ul style="list-style-type: none"> • The school (or you) can request that the Local Authority consider an EHCP application of your child's needs. This is a legal process and you can find more detail about this in the Oxfordshire Local Offer. • After the school have sent in the request to the Local Authority (with a lot of information about your child, including 	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> • Severe, complex and lifelong

	<p><i>Education, Health and Care Plan (EHCP).</i> This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual or small group teaching (more than 15 hours a week), which cannot be provided from the budget available to the school.</p> <p>Usually your child will also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • SENSS-for children with more complex needs. • Outside agencies such as the Speech and Language therapy (SALT) Service. 	<p>some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need an EHCP. If this is the case they will ask you and all professionals involved with your child to meet to create an EHCP, outlining the child's needs, strengths, provision and desired outcomes. If they do not think your child needs this, they will refer the school to the Local Offer to seek further advice from other professionals.</p> <ul style="list-style-type: none"> • After the plan has been written, this will be reviewed by a Multi-Agency Moderation and Resource Panel for approval. This is where any additional funding will be proposed, for agreement from all agencies involved and parents. • The EHCP will outline the support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term outcomes for your child. • An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. 	<ul style="list-style-type: none"> • Need more than 15 hours of support in school
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<p>How does the school know if pupils need extra help?</p>	<ul style="list-style-type: none"> • We closely monitor progress on a termly basis, and discuss needs with the Headteacher. • If we are concerned about a child's progress, we may carry out an assessment against the OCC Moderation Handbook descriptors. These will indicate any areas of need and will provide us with an objective profile of your child's needs. • In addition, if we feel your child may have a specific learning difficulty, for instance Dyslexia, we can use the LAPack to give us a baseline. • Furthermore, if we feel your child has particularly high level needs, we may request a referral to an Educational Psychologist. This is done for only a very small percentage of children, who do not make progress, despite provision being put in place.
<p>How can I let the school know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> • If you have concerns about your child's progress, in the first instance, you should speak to your child's Teacher. • The concerns may need referring, if your child is still not making progress to the SENCO. • If you continue to feel that your child is still not making progress you should speak to the Headteacher or the school SEN Governor.
<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<ul style="list-style-type: none"> • When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCO. • At Aston and Cote School, there are regular reviews and then subsequently meetings between the Head teacher and Class Teachers to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they could be. • If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail. <ul style="list-style-type: none"> ○ To listen to any concerns you may have ○ To plan any additional support your child may receive ○ To discuss with you any referrals to outside professionals to support your child's learning
<p>How will I know how my child is doing?</p>	<ul style="list-style-type: none"> • Parent-teacher consultations are held twice a year, as well as an open evening in the summer term. • If your child is on the SEN register, in addition to the above, you will be offered an appointment to discuss your child's 'Pupil Profile' and progress, 3 times per academic year. At

	<p>these reviews, your child may complete their own questionnaire about their progress, which will contribute to the review. You will also be asked to share your view and these will be noted.</p> <ul style="list-style-type: none"> • If your child has a statement or EHCP, in addition to all of the above, an annual review of progress will be held. At these reviews, advice from parents, teachers, SENCO and other agencies will be used to evaluate progress and plan for the next steps for your child.
How will the school support parents in helping their children's learning at home?	<ul style="list-style-type: none"> • As part of the meetings above, the child's class teacher or the SENCO will give advice on how to support your child's learning at home. This may be specific tasks, or ways to motivate your child to learn.
How is extra support allocated to children?	<ul style="list-style-type: none"> • The school budget, received from Oxfordshire LA, includes money for supporting children with SEN. • The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. • The Head Teacher and the SENCO discuss all the information they have about SEN in the school, including <ul style="list-style-type: none"> ○ the children getting extra support already ○ the children needing extra support ○ the children who have been identified as not making as much progress as would be expected. ○ decide what resources/training and support is needed. • All resources/training and support are reviewed regularly and changes made as needed.
How will my child be included in activities outside of the classroom?	<ul style="list-style-type: none"> • If your child is being seen by an OT, specialist equipment may be purchased for outdoor learning, e.g. a smaller trike • For school trips, the class teacher will complete a risk assessment for every trip which takes the children outside the school. As part of this risk assessment, your child's needs will be assessed. Adult/pupil ratios will be used to ensure your child has access to the activities on offer where ever possible. If your child has specific needs, which means doing an activity would not be safe, the activity will be adjusted or changed to ensure equality of experience.

Who are the other people providing services to children with an SEN and/or an EHCP in this school?	A. Directly funded by the school	<ul style="list-style-type: none"> • Teaching Assistants • Higher Level Teaching Assistants • Teachers • Educational Psychology Service
	B. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> • Sensory Service for children with visual or hearing needs • Speech and Language Therapy (provided by Health but paid for by the Local Authority). • SENSS (Special Educational Needs Support Service)
	C. Provided and paid for by the Health Service but delivered in school	<ul style="list-style-type: none"> • School Nurse • Occupational Therapy
How are the teachers in school supported to work with children with SEN and what training do they have?	<p>The SENCO's job is to support the teachers in planning for children with SEN.</p> <ul style="list-style-type: none"> • The school has a training plan for all staff to improve the teaching and learning of children including those with SEN. This includes whole school information & training on SEN issues such as ASD, dyslexia etc. This is an IDP online e-course. • Individual teachers and support staff may attend training courses run by outside agencies that are relevant to the needs of specific children in their class. 	
How will the teaching be adapted for my child with learning needs (SEN)?	<ul style="list-style-type: none"> • Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. • Support staff will support your child's learning in the classroom. • Specific resources and strategies will be used to support your child individually and/or in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning 	

	needs.
How will we measure the progress of your child in school?	<ul style="list-style-type: none"> • Your child's progress is continually monitored by his teachers and the Head teacher. • Their progress is reviewed formally every term. • The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. • The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.
What support do we have for you as a parent of child with an SEN?	<ul style="list-style-type: none"> • We would like you to talk to your child's teachers if you have any concerns, or if you have notices good progress. • The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. • All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. • Homework will be adjusted as needed to your child's individual needs.
How have we made Aston and Cote School accessible to children with SEN?	<ul style="list-style-type: none"> • We ensure that equipment used is accessible to all children regardless of their needs. • The school works with the Occupational Therapy Service to ensure equality in access for children with SEN. Their advice is incorporated into Pupil Profile where applicable. • On specialist advice, the school may purchase/hire specific equipment to meet the needs of pupils. • The school has a disabled toilet, with nappy changing facilities. • The school can be accessed by ramps. • The school reviews the access of children with SEN or disability annually.
How will we support your child when they are leaving this school? OR moving to another	<p>We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> • If your child is moving to another school: <ul style="list-style-type: none"> ○ We will contact the school SENCO and ensure he/she knows about any special

Year?	<p>arrangements or support that need to be made for your child.</p> <ul style="list-style-type: none"> ○ We will make sure that all records about your child are passed on as soon as possible. ○ We encourage children to have additional visits to their new school. • When moving years in school: <ul style="list-style-type: none"> ○ Information about your child will be shared with their new teachers ○ If your child would be helped by a personalised plan for moving to another year, we will put this in place. • In Year 6 <ul style="list-style-type: none"> ○ If your child has a statement or EHCP they will meet with the SENCo/Assistant SENCo of the secondary school of choice, as part of the child's annual review. ○ If necessary, the SENCO and the class teacher will arrange additional visits to new schools/colleges for your child.
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