



SEN Information Report 2022

At Bishop Loveday School we recognise that all children have a 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 children are individuals, that each one has needs special to him or her.

We aim to:

- ensure that our curriculum is responsive to all children whatever their individual need
- promote positive attitudes and individual confidence, ensuring all children experience success identify, assess, record and regularly review pupils' special educational needs.
- encourage parents/guardians to be involved in planning and supporting at all stages of their child's development.
- make effective use of support services.

The Oxfordshire County Council Local Offer for Children with SEN and disabilities can be found at: www.oxfordshire.gov.uk/localoffer

There is also information for parents at <http://www.oxfordshire.gov.uk/shortbreaks> and <http://www.oxfordshire.gov.uk/familyinformation>

Information and Guidance/Points of Contact

Who should I contact to discuss the concerns or needs of my child?

Bishop Loveday School is committed to working in partnership with parents and will listen to any concerns parents may wish to raise. Please contact the school to arrange a meeting.

- Class Teacher – is the first point of contact. They monitor the progress of each child and liaise with key staff about interventions needed.
- SENCO – Catherine Farrell.
- Welfare Officer – Denise Gregory
- Deputy Head teacher - Hayley Warner
- Head of School – Dee Loader
- Executive Head Teacher-Jane Ridley
- SEN Link Governor – Rob Douglas

Assessment, Planning and Review/Partnerships for Progress

How does the school know how well my child is doing? How will I be kept informed about how well my child is doing? How regularly will I be updated on my child's progress? Will I know if my child is not making progress and what will happen?

- Targets are set in reading, writing and maths for each pupil, which is monitored regularly.
- Class teachers attend a pupil progress meeting each term to discuss the progress of each pupil. The rates of progress are monitored and those pupils not making the expected rate of progress are identified. Strategies will be put in place for the identified pupils to reach their expected outcomes.
- Ongoing teacher assessment strategies are used to determine progress and attainment.
- Regular review meetings are held with the class teacher and SENCO to track progress towards outcomes and evaluate interventions.
- Diagnostic marking is used and provides feedback to pupils.
- Parents of children with SEN are invited to review meetings three times a year. Children take part in the review process.
- Parents are kept informed about their child's progress at the twice-yearly parent's evenings.
- Children with an EHC Plans have an annual review, where progress is discussed and targets set. Reports are shared with all professionals. Children are invited to contribute to this review.
- An annual report to parents/carers is written by the class teacher which details the achievements, strengths and areas of development in the different curriculum areas.
- A Welfare Officer is available to support families as needed. Additional support may be provided after discussions with key staff, parents/carers, pupils and where relevant, external agencies.
- The school monitors the needs of SEN pupils on class provision maps. This identifies all support given within school. The provision map is monitored termly, progress identified and next steps planned.
- The school will seek external support/advice for children continuing to experience significant difficulty – this may involve an application for an Education Health and Care Plan assessment.
- School staff may informally discuss progress with parents/carers as needed.
- Governors are provided with attainment and progress information. They act as 'critical friends' and challenge staff to use their best endeavours to raise standards further.

Curriculum and Teaching Methods (including groupings/interventions)

What is the curriculum and how is it taught? How will the curriculum be adapted to meet the needs of my child? How flexible can teachers be in meeting the needs of my child? Is there any additional support available to help my child reach his/her expected outcomes?

- The National Curriculum is an entitlement for all children.
- Class teachers are responsible for the learning of all children in their class and they ensure all children receive Quality First Teaching.
- Teachers are skilled at adapting and scaffolding the curriculum to take account of individual pupil needs.
- Teachers can take into account different learning styles and use them to ensure they meet the needs of all the children in their class.
- Grouping arrangements are organised carefully to maximise learning opportunities for all.
- Additional adults may be used to support groups but independence is encouraged.
- Children may be identified as benefiting from intervention programmes. Progress within these programmes is carefully monitored.
- A range of intervention programmes in the areas of literacy, numeracy, language, social, emotional, and motor skills are available to support individuals and groups and there are staff trained to deliver them. The use of intervention programmes should always complement Quality First Teaching that all children receive and should support classroom learning.
- The effectiveness of the intervention programmes is monitored by assessing their impact. Intervention programmes are continually under review.
- Advice from educational agencies such as Special Education Needs Support Service, Educational Psychology, Speech, Language and Communication Service, Behaviour Support and health agencies such as Speech and Language Therapy, Occupational Therapy and CAMHS may be sought.

Access to Learning and the Curriculum

Are there any special features or strategies to help children learn? How do I know my child's particular need will be met?

- Children are aware of their targets and next steps. They receive feedback on progress towards targets through discussions with teachers and diagnostic marking. Self-evaluation strategies such as coloured pens and FOG () ladders are used across the school.
- Daily Read, Write Inc phonic lessons take place across Early Years and Key Stage 1. In KS2 the Read, Write Inc Get Spelling programme is used. Lessons are scaffolded to meet the needs of all learners.
- Learning walls in classrooms support the learning of literacy and maths.

- ICT is used to support learning, including computer programmes.
- Some classes/identified pupils may be allocated support staff and have access to additional guided group work.
- External agencies can provide advice and may offer individual or group tuition depending on a pupil's individual needs.
- All classes have a visual timetable on display which details the daily planned activities. Some pupils have a visual timetable.
- Reasonable adjustments are made to help pupils to learn. For example, some pupils may use special equipment such as pencil grips, sound amplification systems and sloped writing desks.
- Children may be identified as benefitting from social skills groups.

Tests and Assessments: Access Arrangements

What arrangements are available for pupils to access tests and assessments? How will I know if my child qualifies for additional support or time to access tests?

- Year 6 pupils may be assessed to determine whether individuals may qualify for additional time.
- Some pupils will be supported to access statutory tests (Year 6) in a smaller environment and support for reading tests or writing for pupils may be requested, as appropriate and to comply with test guidelines.
- The school adheres to current access arrangements for Key Stage 2 statutory tests.
- Class teachers will inform parents/carers whether their child qualifies for additional support or time to access tests.
- Booster and target groups are run throughout the school year.

Social and Emotional Support

How does the school help my child to feel comfortable and safe and manage social situations?

How does the school help develop my child's social and emotional skills? What is the school's policy on bullying?

- All classes follow a structured PSHE (Personal, Social, Health and Economic education). Teachers identify children who would benefit from 1:1 or group interventions to develop their social and emotional skills.
- The Welfare Officer can support families with difficulties.
- Groups to develop social skills and/or enhance self-esteem are run, as required.
- A buddy system is operated at lunchtime to support all pupils.
- There is a programme for lunchtime and after-school clubs e.g. sports activities, computers and games.
- Additional support is available for children who are struggling at break time with an identified Nurture Adult.
- Visual timetables/symbols support all children.
- There is a strong ethos of pastoral care.

- There is a clear Anti Bullying Policy and procedures – with a focus on vulnerable groups.
- E-safety and cyberbullying are addressed at an age-appropriate level.
- There is transition preparation to support children at each stage of transition.

Accessibility to Premises and Facilities

What facilities are in the school to assist children with disabilities to move around the building and take part in lessons? How do I know my child will be able to access all lessons?

- The building and playground are accessible to wheelchair users (some additional adaptations may be required).
- Staff have a good awareness of sensory issues.
- Reasonable adjustments are made by staff to ensure children with disabilities can access all lessons.
- Trips will be planned taking into account the needs of children with disabilities.

Working with others

Who does the school work with?

Bishop Loveday School works with a number of services including:

- Warriner Multi-Academy Trust
- Educational Psychology Services
- Special Educational Needs Support Service Visual Impairment Team (SENSS VI)
- Special Educational Needs Support Service Communication and Interaction Team (SENSS C&I)
- Special Educational Needs Support Service Physical Disabilities Team (SENSS PD)
- Speech and Language Service
- Occupational Therapy
- School Nurse
- Child and Adolescent Mental Health Service
- Children's Services
- Voluntary services (Seesaw, Autism Concern)

How does the school work with other agencies? How will I be informed?

- The SENCO liaises with class teachers, leadership team, Welfare Officer and parents to prioritise referrals to these services.
- Referrals to services may also come following pupil review meetings.
- Staff (usually the SENCO or class teacher) discusses the referral to a service with parents/carers.
- Parent's views will be sought and they may be invited or can request to meet with the service.
- Reports and recommendations are shared with parents and expected outcomes and strategies to meet those outcomes are planned.

Transition

How will the school help my child settle with confidence and manage change as they move between schools and year groups?

Early Years Transition

- SENCO or class teacher attend transition meetings for pupils with SEN making the transition from pre-school to Nursery or Reception. The class teacher and or SENCO visit the child in their current setting.
- Parents are invited to a pre-admission meeting.
- Enhanced transitions are planned for children with high levels of need.

Moving on to Year 6

- Key staff and often some Year 7 students from the secondary school visit to speak to the Year 6 pupils transferring to their school.
- All pupils in Year 6 are invited to a familiarisation day at their secondary school. Children are prepared for the visit and given information in advance as necessary.
- Additional visits to the secondary school may be arranged for individuals or groups as needed.
- Transition arrangements are planned at Year 6 Education, Health and Care Plan reviews. Secondary schools are invited to attend.
- SENCO attends Year 6 to Year 7 SEN transfer meetings.
- A planned programme of transition, which may include mentoring to help prepare children and the use of social stories/transition books, where appropriate.
- Class teacher/ SENCO meets with key staff from the new school.
- Information is transferred in advance of a move.

Moving Schools

If your child is moving to another school we will:

- Contact the school SENCO and ensure he/she knows about any special arrangements or support that may need to be made for your child.
- Make sure that all records about your child are passed on as soon as possible.

If your child joins us from another school we will:

- Contact the school SENCO to find out any special arrangements or support that needs to be made for your child.
- Meet with parents to discuss any concerns and plan any support.

Moving Classes

- The current teacher and TA will have a formal handover to the new staff in the summer term
- Transition visits to new classes are planned for the second half of the summer term. Enhanced transitions will be planned for some children.
- Social stories and transition books may be used to support children.
- Meet the teacher meetings take place in the first few weeks of the new academic year.

