

SEN Information Report 2023/24

Owston Park Primary
Academy



Name of School: Owston Park Primary Academy

Date of Report: 01/09/23

SEND INFORMATION REPORT

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the **implementation of the governing body's or the proprietor's policy for pupils with SEND**. The information published **must be updated annually** and **any changes to the information occurring during the year must be updated as soon as possible**. This document reflects the changes within Doncaster Local Authority in the 2020-2021 academic year with the introduction of the Graduated Approach for SEND.

The information required is set out in the Special Educational Needs and Disability Regulations 2014 (and in the updated 2015 Code of Practice).

The SEN Information Report must include the following information and be cross-referenced to the School's SEND Policy, Accessibility Plan and how the school meets its duties under the Equality Act 2010 (and updates issued in 2012).

| The kinds of special educational needs and disabilities that are provided for in school |
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| <p>At Owston Park Primary we are currently able to provide support for children with:</p> <ul style="list-style-type: none">• Communication and Interaction difficulties including Autism and Speech, Language and Communication needs• Cognition and Learning difficulties• Social, Emotional and Mental Health Issues• Sensory and/or Physical difficulties |
| The name and contact details of the SENCO (mainstream schools) and further contacts where parents and carers may have concerns |
| SENCO – Mrs Joanne Semley – 01302 722271 Mrs L Marsay – SEND Admin (Parents may also contact Mrs Marsay to arrange a meeting with Mrs Semley – 01302 722271) |
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Policies for identifying children and young people with SEND and assessing their needs

- SEND Policy
- Safeguarding Policy
- Access Plan
- Local Offer
- Bullying Policy
- Complaints Policy

Arrangements for consulting parents and carers of young people with SEND and involving them in their child's education

As soon as concerns are raised, a discussion will take place involving the parents/carers of the child, the child, child's teacher, the school SENCO and any other relevant professionals. Targets will be set during the meeting and regular meetings will take place throughout the year to discuss the progress made towards the targets. These targets will be explained carefully to the child and incentives are given for the child to achieve them.

Arrangements for consulting young people with SEND and involving them in their education

Where appropriate, children with SEND will attend the Support Plan meetings where they are able to contribute to the discussions regarding their education. They are actively involved in target setting and systems to achieve their targets.

Approach to teaching children and young people with SEND. How adaptations are made to the curriculum and the learning environment of children and young people with SEND through Quality First Teaching; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEND

At Owston Park we have an extremely inclusive approach to teaching young children with SEND, ensuring that all children, regardless of need, achieve their personal potential. We are confident that this is achieved through a climate of care, understanding and challenge. We address and respond effectively to the diversity of needs of all learners through increasing participation in learning and empowering children.

Children with SEN are inclusively educated within an age appropriate classroom with their peers for the majority of the time.

- Teaching and resources are differentiated within the classroom to ensure children are able to achieve.
- If additional support is identified as necessary, children will take part in planned intervention. The duration and frequency of interventions will be identified within the provision map.

Every class teacher is supported by a Learning Support assistant or a Higher Level Teaching assistant. Where an Education and Health Care plan identifies a specific need additional adults will support individually or in a small group as detailed in the plan.

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents/ carers and young people as part of this assessment and review

Assessments are completed at least three times a year and contribute along with classroom observations to the pupil's targets.

All parents are invited to meet with their child's teacher twice per year. The teacher will share the progress the child has made so far and how the child can improve further.

Pupils on an SEN Support Plan will have their targets reviewed termly by their class teacher. Sometimes the SENCO and other professionals will also attend these meetings.

Evaluating the effectiveness of the provision made for children and young people with SEND

- Teaching and learning is rigorously monitored by the Headteacher and senior leadership team.
- Pupil data is collated termly to track progress.
- The SENCO monitors the progress and attainment of pupils with SEND and reports to the governing body.
- Multi-agency meetings and review meetings consider the impact of provision and interventions and seek the views of parents and pupils.
- The accessibility plan and related SEN policies are reviewed annually.

How the school applies the Graduated Approach for SEND in school.

School aims to adopt a comprehensive and consistent approach to meeting the needs of our pupils.

We will:

- Provide step by step guidance
- Gather information from a range of individuals involved in supporting children and young people, including parent and child
- Ensures that 'high quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEND' (SEND Code Jan 15 para 6.37)
- Ensures that access to support is equitable and based upon a cycle of assess, plan, do, review, as set out in the Code of Practice.
- Take into account the young person's voice throughout

School uses the Graduated Approach to structure the following support:

- **UNIVERSAL SUPPORT: Quality first teaching for all learners** with recognition that some learners may require **very time-limited support** in addition to inclusive Quality First Teaching in order to secure effective learning and increase their rate of progress.
- **UNIVERSAL PLUS SUPPORT: Quality first teaching for all learners** with recognition that some learners may require **time-limited intervention programmes** in addition to Inclusive Quality First Teaching in order to secure effective learning and increase their rate of progress.

- **TARGETED SUPPORT: Quality first teaching for all learners** with recognition that some learners may require **increasingly individualised intervention programmes**, in addition to Inclusive Quality First Teaching to accelerate and maximise progress and close performance gaps.
- **SPECIALIST SUPPORT: Quality first teaching for all learners** with recognition that a few learners may require **significant amounts of additional to and different from provision** in order to secure effective learning and increase the rate of progress.

At all stages of the Graduated Approach we will recognise the voice of the pupil and parents.

How the school accesses local authority support services using the Graduated Approach and how this is co-ordinated through the 'Team Around the School' model. How the school involves other bodies, including health and social care bodies, and voluntary sector organisations, in meeting children and young people's SEND and supporting their families.

When school or parents require additional advice and support, we will invite other professionals to SEN Support Plan meetings. These professionals may also observe pupils in school. When necessary, school will also liaise with the SEN office at the local authority for additional support or additional funding through Element 3 funding.

Systems in place to ensure that the SEND Notional (Element 2) and the Element 3 Funding is directed to those children and young people with SEND to match their level of need

All schools receive an additional amount of money to support the needs of children with SEN. The government has recommended that schools should use this notional SEN budget to pay for up to £6,000 worth of special educational provision to meet a child's SEN. Most children with SEN need special educational provision that comes to less than £6,000.

Special educational provision is anything that is provided to meet a child/young person's SEN that is 'additional to or different from' provision made for all children and young people. The local authority must make sure that the special educational provision specified in a statement is made for the child/young person. For a child/young person receiving SEN Support a school must use its 'best endeavours' to make sure that special educational provision is made to meet a child's SEN. Schools must also follow the SEND Code of Practice 2014 which expects schools to involve parents in decisions about how their child's needs are met.

Element 2 is called the notional SEN budget because no-one tells schools exactly how they should spend their money. When funding is delegated to schools, they can spend it in the way they think is best. However, schools have a duty to identify, assess and make special educational provision for all children with SEN; and the local authority has a duty to set out what schools are expected to provide from their delegated budget.

If the school can evidence that a child/young person with SEN needs more than £6,000 (Element 2) worth of special educational provision, the school can request top up funding from the local authority to meet the cost of the extra provision required for the child/young person. If the local authority agrees, the funding is provided from the high needs budget.

Schools can request up to £4,000 of additional funding from Element 3 to meet the needs of a child/young person's SEN before requesting an Educational, Health and Care Plan (EHCP). This is known in Doncaster as High Needs Funding.

The expertise and training of school staff to support children and young people with SEND and plans for professional development

The SENCo (Mrs Semley) attends regular training to ensure she is informed about local and national developments.

School support staff are offered regular CPD opportunities delivered within school

All school staff are offered training related to their current skills and needs. This may involve specialists delivering training, visits to other schools or training courses delivered externally.

Various adults in school are trained in specialist areas of SEND.

School also seek the advice and support of specialist agencies such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists, School Nurses etc. where necessary.

Lunch time supervisors receive appropriate SEN training.

How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

We have an inclusive approach to including young children with SEND in the life of our school. This begins with an inclusive curriculum that values the differences of others. This is embedded through our ethos of mutual respect and valuing the contributions made by everybody. Reasonable adjustments are always made to ensure pupils with SEND can participate as much as possible.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying

- Effective delivery of SRE (Sex and Relationship Education).
- Access to personalised pastoral support programmes as necessary.
- Advice during TAC (Team Around the Child) meetings or support plan meetings.
- Adaptations during the school day.
- Key workers allocated to vulnerable pupils.

- Individual and small group interventions such as nurture groups, social groups, Lego Therapy or Playing for Purpose.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

On entry to the Foundation stage we offer...

- Taster sessions
- Parent information meeting
- Home visit
- Visit by staff to current setting
- Transition meetings with key professionals

Transition to the next year:

All children spend two days prior to the summer holidays in their next class with their new teacher. If appropriate, children will also complete a transition booklet with an LSA, which they can refer to over the summer holidays.

Transition to Secondary School.

- Visits by Secondary staff
- Liaison visits with SENCO, Class teacher, Parents and other key professionals □ Visits to the school
- Additional visits with learning mentor/key worker
- Education, Health and Care Plan reviewed in the Autumn Term prior to transfer
- Transition plan for vulnerable pupils

Arrangements for handling complaints from parents and carers of children and young people with SEND about the provision made at the school

Complaints are logged on the school system and parents are invited to discuss the complaint with the SENCO and relevant staff members. If necessary, a further meeting with the Headteacher (Mrs Stinson) will be arranged.

Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published

Doncaster's Local Authority's SEND offer can be found at:

<https://www.doncaster.gov.uk/services/schools/local-offer-send>

Our contribution can also be found on our website:

<https://www.owston.doncaster.sch.uk/>

Please note:

The above should include arrangements for supporting children and young people who are Looked After by the Local Authority and have SEND.

Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language.

Schools should also make data on the levels and types of need within the school available to the Local Authority. This data will be required to inform local strategic planning of SEND support, and to enable the Local Authority to identify pupils who have or may have SEND. Such data, collected through the School Census, is also required to produce the national SEND Information Report.