



Nursery School with Child Care & Reception

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SEN Information Report 2020 - 21

These pages set out information about our provision for children with special educational needs (SEN). They are updated annually.

About our school

Comper Foundation Stage School provides children with a wide range of special educational 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**
- **Sensory and/or Physical needs;** this includes children who have visual or hearing needs, or a physical disability that affects their learning.

How do we identify and give extra help to children with SEN?

The school uses Oxfordshire County Council's guidance 'Special Educational needs support in Oxfordshire schools and settings February 2017'. 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 you and your child in this.

Click here to read it:

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>

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

We will always contact parents if we have a concern that a child may have a special educational need.

We work closely with children with SEN and their parents to agree outcomes and how we will all work towards these, and then to review progress.

We do this by three scheduled meetings per year plus contact with parents through appointments made either by the parent or teacher.

There are also opportunities for parents and children to contribute to our policies on SEN and Equality. We do this by parent focus groups.

Adapting the curriculum

We offer a broad and balanced curriculum for all children including those with SEN using:

- Quality-first teaching with appropriate, targeted differentiation in place according to pupil need. If you think it might be necessary, explain what this means in practice.
- Additional adult support where appropriate to complement the work of the teacher.
- Small group work.
- Personalised provision where appropriate through targeted, time-limited programmes
- Personalised provision through adapted resources and interventions.

We use intervention programmes including Early Talkboost and Spirals to support the development of language and literacy skills in Nursery and Reception.

What expertise can we offer?

Our SENCo is a qualified teacher with tier 3 training in ASD. All staff have basic training on ASD, signing and Safeguarding Children.

We have staff who have received Epipen training. There are also members of staff who have trained at a specialist level in Safeguarding.

Teaching assistants are trained to support the particular needs of the children they work with.

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

- Educational Psychology
- SENSS who support children with communication and language, sensory needs and physical needs
- Oxfordshire School Inclusion Team

Comper is proud to be one of the six Maintained Nursery Schools in Oxfordshire

- The School nurse
- The community nursing team
- Social services
- Physiotherapy
- Occupational Therapy
- Speech and Language Therapy
- Early Years Special Educational Needs Inclusion Teachers

Other services are also available. Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages:

<https://www2.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>

We always discuss the involvement of specialist SEN services with parents first and arrange for the parents to meet with the specialists to discuss their child. We also work with other services and organisations that are involved with a family, with the family's permission.

Our **SENCo** is **Chrissy Gower**. She works at Comper on Wednesdays and Thursdays. She can be contacted by telephoning on 01865 245768 or visiting the school to arrange an appointment.

Our SEN Policy can be found here: <http://www.comper.org.uk/perch/resources/sen-policy-2019.pdf>

For our accessibility plan please ask at the school office.

How do we know if SEN provision is effective?

The progress of all children/young people is tracked throughout the school through Tapestry, target tracker and the developmental journal. We also use the British Picture Vocabulary Assessment where appropriate to track progress.

In addition for children with SEN 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.

When we run special intervention programmes for groups of children we assess how successful they have been and use that information to decide on how best to run them in the future.

Information about how the governing body evaluate the success of the education that is provided for pupils with SEN is contained in the governors' annual SEN report. Please ask in the office for a copy.

Our **SEN Governor** is **Jasper Eckland**. He can be contacted by telephoning on 01865 245768 or visiting school to arrange an appointment.

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

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 talk to parents and young people when planning trips so that everyone is clear about what will happen. Risk assessments are made and parents are included on this assessment.

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

<https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/disabilities.page?disabilitieschannel=0>

Oxfordshire's accessibility strategy can be read at:

<https://www2.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SchoolsAccessibilityStrategy.pdf>

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

All children have the opportunity to share their views through the 'All About Me'. We try our best to listen to the views of children/young people with SEN when any plan of action is being put into place. If the child is not able to take part or it is not appropriate we create a 'child's voice' sheet using photographic evidence. We take bullying very seriously. We help to prevent bullying of children/young with SEN by applying our Behaviour Policy and giving all children and their parents the opportunity to discuss any issues.

How are the school's resources allocated and matched to children's special educational needs and/or disability?

The school budget, received from the Local Authority, includes money for supporting children with SEND (This is called 'notional SEN funding'). The Head Teacher and Leadership team, in conjunction with the school Bursar, decide on the allocation of the total budget for Special Educational Needs in consultation with the School Governors, on the basis of the needs of the children currently in the school. The Head Teacher and Leadership team discuss all the information they have about SEN in our school, including:

- The children getting support already
- The children needing extra support
- The children who have been identified as not making as much progress as would be expected

They then decide what resources, training and support are needed, SEN funding is usually allocated to employ staff and outside specialists (e.g. Educational Psychologists) and to buy resources, training and equipment. If your child has a Statement or EHCP or additional funding, the school receives additional finance in recognition that your child may require significantly more support or resources. The amount of money allocated is calculated in terms of 'number of hours' and this additional funding is then used by the school to meet the outcomes identified for your child on their Statement, EHCP or additional funding application.

Joining the school and moving on

We encourage all new children to visit the school before starting. For children/young people with SEN we meet with the child's parents/carers, collect information from their previous education service and arrange any immediate support if the child has an

EHCP. If appropriate we send some photos of the school for the child to remember their visit to us.

We begin to prepare young people for transition into the next stage of their education or training by arranging visits to the school, making a photo book so the child is familiar with the staff, classroom and toilets, and contacting the SENCO to arrange a transition meeting to discuss a child's particular requirements.

If a lockdown situation occurs

If the school goes into a local or national lockdown then we will continue to follow government guidance and provide childcare for children with EHCPs with risk assessments in place if it is safe to do so. We will keep in touch with all the families of our SEN children and provide them with work to help their child make progress as best as we can and we will keep in touch with the professionals who support our children.

Who to contact

If you are concerned about your child initially contact their class teacher and then the SENCO or the Head teacher.

If you'd like to feedback, including compliments and complaints about SEN provision please contact the headteacher. We aim to respond to any complaints within 5 working days.

If you'd like impartial advice from SENDIASS (SEN and Disability Information, Advice and Support Service), an advice service for parents at <https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/information-advice-and-support-parents-and-children-about-sen/sendiaass-oxfordshire>

The helpline phone number is: 01865 810516 (term-time only). SENDIASS runs a Talking Point drop-in session at County Hall, New Road, Oxford on the first Wednesday of every month 10:00-11:30am.

If you'd like to know more about opportunities for children and young people with SEN and their families, support groups or information about SEN these are listed in the Family Information Directory:

<https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/home.page>

The Local Offer

Oxfordshire's Local Offer contains lots of information for parents about what is available in Oxfordshire to support disabled children and children with SEN and their families.

With regard to education, it will inform parents/carers and young people know how school and colleges will support them, and what they can expect across those local settings.

The Local Offer has been developed in conjunction with families of children with SEND to ensure the information meets the needs of those with special educational needs. For the Oxfordshire Local Offer, please follow the following link:

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

