

# SEN Information Report

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

## About our school

Headington Quarry Foundation Stage School is a maintained Nursery School and provides education for 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

Our special educational needs co-ordinator (SENCo) is: Mrs Annie Arnold

She can be contacted on: 01865 762345

Our governor with responsibility for SEN is: Aleksandra Jones

Our SEN policy can be found here: [\(link\)](#)

Our Equality Scheme and Accessibility Plan can be found here: [\(link\)](#)

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

The school uses Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'.

The guidance sets out:

- How we identify if a child 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/childreducatonandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>

## How do we work with parents and children?

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 families to agree outcomes and how we will all work towards these, and then to review progress. We do this: *by termly meetings, 1:1 parent evening meetings, daily contact with families, phone calls etc*

There are also opportunities for parents to contribute to our policies on SEN and Equality. Please contact Mrs Annie Arnold (SENCo) or Mrs Natalie Wilson (Head Teacher)

## **Adapting the curriculum**

We offer a broad and balanced curriculum for all children including those with SEND. Details are published on the school website. The way we adapt this for children with SEN and disabled children is set out in the School Accessibility Plan. You can read it here ([link](#))

*We run groups for children who need to work or play in a smaller, focussed group.*

*We have 1:1 sessions for children to work on individual targets.*

*TAs are available to support children in their play and interactions during the free-flow session.*

*We run language groups such as Spirals to develop the speech and language skills of children needing targeted support in this area.*

## **What expertise can we offer?**

Our SENCo is an experienced Early Years teacher and SENCo.

Our staff are trained to support the individual and developmental of needs young children and liaise closely with support services and professionals ( See below)

Our SEN governor is Aleksandra Jones

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
- Behaviour Support
- Child and Adolescent Mental Health Services (CAMHS)
- Oxfordshire School Inclusion Team
- Therapy services
- Early Intervention
- Children's Social Care

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

<https://www.oxfordshire.gov.uk/cms/public-site/support-services-send>

We always discuss the involvement of specialist SEN services with parents first.

We also work with other services and organisations that are involved with a family, with the family's permission.

## **How do we know if SEN provision is effective?**

The progress of all children is tracked throughout the school using Target Tracker

In addition, for children with SEN we regularly review progress towards agreed outcomes, assessing whether the support that has been in place has made a difference and what we need to do next. We evaluate this progress against age related expectations.

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. You can read it here ([link](#)).

## **How are children 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 when planning trips so that everyone is clear about what will happen.

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

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's accessibility strategy can be read at:

[http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools\\_Accessibility\\_Strategy.pdf](http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools_Accessibility_Strategy.pdf)

We listen to the views of children with SEN.

We take bullying very seriously. We help to prevent bullying of children/young people with SEN by creating a nurturing and inclusive school.

### **Joining the school and moving on**

We encourage all new children and their parents/carers to visit the school before starting. For children with SEN we arrange additional settling in visits, liaison with and visits to the previous setting where applicable.

We begin to prepare young people for transition into the next stage of their education by agreeing a transition plan with parents, the receiving school and other professionals who may be involved, eg Physical Disability Service.

### **Who to contact**

If you are concerned about your child in the first instance please see your child's key person. If you'd like to feedback, including compliments and complaints about SEN provision please see Mrs Annie Arnold (SENCo) or Mrs Natalie Wilson (Headteacher). We aim to respond to any complaints as soon as possible.

If you'd like impartial advice from Oxfordshire's Parent Partnership Service contact

<https://www.oxfordshire.gov.uk/cms/public-site/sendiaass-oxfordshire-formerly-parent-partnership>

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

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's Local Offer contains lots of information for parents.

Click here to see it:

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

Headington Quarry Foundation Stage School has contributed to the county's Local Offer through attendance at a training workshop and through trialling of new guidance and systems