



# New Hinksey C.E. Primary School

*Living life in all its fullness.*

## Special educational needs (SEN) information report 2023-2024

### About our school

New Hinksey C.E. Primary School is a mainstream school which caters for children with a range of special education needs including those with:

- Communication and interaction needs; this includes 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

### What is Special Educational Needs?

A child or young person has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child or young person is considered to have a learning difficulty or disability if they:

have a significantly greater difficulty in learning than the majority of others of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age'.

(Code of Practice 2015)

### How will the school know if my child needs SEN support?

If a child is finding some aspects of learning difficult, their teacher will adapt their lessons to help them to make progress. If the pupil continues to find things tricky, then we will bring together all the information needed to get a more detailed picture of the pupils' needs.

This will include:

- Discussions with the SENCO
- Observing and talking to the pupil
- Discussions with pupils' parents and carers

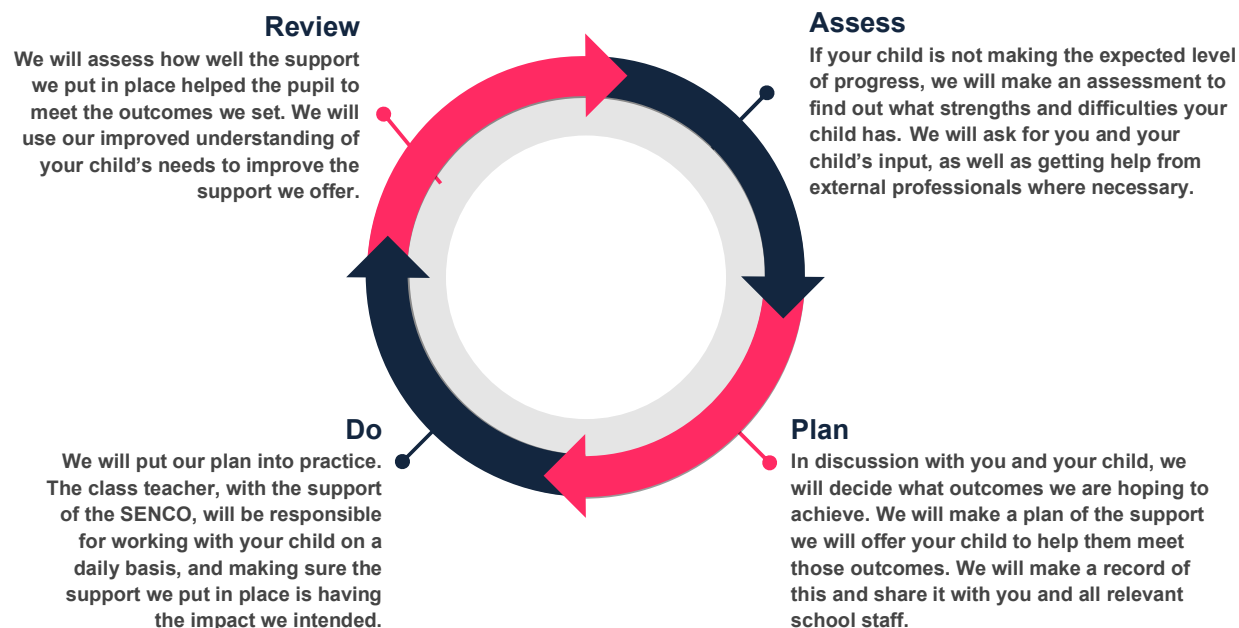
We may also ask for advice from external experts such as a speech and language therapist.

Using all this information the SENCO will decide whether your child needs SEN support. If your child does need SEN support, their name will be added to the school's SEN register and the SENCO will work with you to create a SEN support plan (pupil profile) for them.

## How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



## How will I be involved in decisions made about my child's education?

Your child's class teacher will meet you three times a year, to:

- Set clear outcomes for your child's progress.
- Review progress towards those outcomes.
- Discuss the support we will put in place to help your child make that progress.
- Identify what we will do, what we will ask you to do, and what we will ask your child to do.

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations so we want to make sure that you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. Noting that we will usually pursue an intervention for at least 6 weeks until we decide it is not working.

### **How will my child be involved in decisions made about their education?**

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes.
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey.

### **How will the school adapt its teaching for my child?**

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

### **What is an 'Education, Health and Care plan'?**

A very small number of children have profound and complex needs and the Local Authority has assessed these and issued an Educational Health Care plan.

The creation and delivery of these plans will be led by the local authority with schools developing and review things plans with parents.

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

Our Special Educational Needs Coordinator (SENCO) is Mrs. Emma Clarke. She has over twenty years' experience as a qualified teacher, and she achieved the National Award in Special Educational Needs in 2023. She is allocated one day a week to manage SEN provision.

Our Headteacher Mrs. Tamsin Symth also holds the National Award in Special Educational Needs which was awarded in 2017.

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

We have a team of eight TAs, including one higher-level teaching assistant (HLTAs) who are trained to deliver SEN provision. Another of our TAs is an Emotional Literacy Support Assistant (ELSA). Our TAs have fortnightly training sessions.

We also work with external support services to meet the needs of our pupils with SEN and to support their families. These include: Speech and language therapists, Vision impaired specialists Educational psychologists, and Child and adolescent mental health services (CAMHS).

### **Who should I contact?**

If you have concerns about a child at our school, in the first instance it is always best to contact their class teacher. You can ring the school on 01865 242169 to make an appointment.

You can contact our school SENCO Mrs Clarke, by telephoning the school office or emailing [senco@new-hinksey.oxon.sch.uk](mailto:senco@new-hinksey.oxon.sch.uk)

You can get impartial advice from SENDIASS: <https://www.sendiass-oxfordshire.org.uk/>

You can get lots of information about Oxfordshire's Local Offer here:  
[https://www.oxfordshire.gov.uk/residents/children-education-and-families/oxfordshire-send-local-offer?utm\\_term=nil&utm\\_content=](https://www.oxfordshire.gov.uk/residents/children-education-and-families/oxfordshire-send-local-offer?utm_term=nil&utm_content=)