

# FREELAND CE PRIMARY SCHOOL

## Special Educational Needs & Disability

### Report 2020



#### **What is meant by “Special Educational Needs and Disabilities” (SEND)?**

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

- Have 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 2014)

These pages set out information about our provision for children and young people with a wide range of special educational needs and/or disabilities (SEND). They are updated annually.

#### **Aims:**

Freeland CE Primary School is a fully inclusive school that is committed to providing the best possible education for all of its children regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs. At Freeland CE Primary we believe that high quality teaching that is appropriately differentiated for individual pupils is the first step in responding to possible special educational needs. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop their full potential.

This report is intended to provide information regarding the many ways in which we support all of our children, including those with a special educational need or disability (SEND). As a school progress for all pupils is reviewed every term using a variety of assessments and this data is analysed by the class teachers, head teacher and Senior Leadership Team (SLT). The rates of progress are monitored and those pupils not making expected progress are identified. Strategies will be put in place for the identified pupils to reach their expected outcomes.

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 support at all stages of their child’s development.
- make effective use of support services.

#### **What are our schools admission arrangements for pupils with SEN or disabilities?**

Freeland Primary School welcomes all children regardless of special needs or disability. Pupils with additional needs may have extra visits before starting school and there will be a close liaison with parents to ensure that the correct arrangements are in place. For further information on admissions please refer to the Admission Policy on our website [www.freeland.oxon.sch.uk](http://www.freeland.oxon.sch.uk)

### **What are our school's access facilities for pupils with SEND?**

Freeland School has wheelchair access and a disabled toilet in the main building and an accessible toilet in Foundation Stage. Ramps have been built leading to different access points across the whole building. An accessibility Plan is monitored by the Governors which ensures that all children have physical access to all areas of the school and are fully included in the curriculum. This plan is found on the school website. 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 and appropriate risk assessments completed prior to trips occurring.

### **What happens if a child is not making the same progress as other children?**

If the school has concerns that a child is finding aspects of learning difficult or more challenging than we would expect, we will bring together all the information needed to get a more detailed picture of the child's needs. The school uses Oxfordshire County Council's 'Identifying and Supporting Special Educational Needs' handbook (2014) as a key way of helping to identify a potential SEND and determine what level of support could be expected in response. This is intended to help all schools have the same approach, wherever they are in Oxfordshire, and covers the four broad areas of SEND as articulated in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015):

- **Communication and interaction needs** (Including Autistic Spectrum conditions)
- **Cognition and learning needs** (including specific learning difficulties such as Dyslexia)
- **Social, emotional and mental health needs** (including Attention Deficit Hyperactivity Disorder)
- **Sensory and/or physical needs** (including hearing or visual impairment)

This tool helps to identify whether pupils may need additional support within school and then possible next steps or interventions which may be suitable to support pupils in moving forward with their learning. Through discussion between the Classteacher, the Special Educational Needs Coordinator (SENDCo) and parents appropriate support is identified. This means that a child may benefit from specific support within the school or from an external agency.

### **Primary Needs at Freeland CE Primary School:**

As of July 2020 there were 12 pupils on the Special Educational Needs register accounting for 8% of the children on roll.

<b>SEN Need</b>	<b>Number of children</b>
Cognition and Learning	8
Communication and Interaction	2
Social, Emotional and Mental Health	4
Physical Need	0
Total	14

### **Support for the children**

When a child experiences difficulties in areas of their learning or their social, emotional, health and wellbeing they may benefit from being withdrawn from the class for a short period of time to engage in an intervention or from the provision of specifically targeted teaching in class. At Freeland CE Primary we offer a range of interventions which are tailored to meet the needs of individual children. Interventions may support children with English or Numeracy difficulties, a delay in their speech, language and communication skills, a physical need or their behaviour for learning. The children's progress is carefully monitored with the aim that they are supported to

make accelerated levels of progress. Provision Maps are used to monitor interventions across the school. Each year the provision map is evaluated and analysed alongside the whole school data.

### **What support is available for a child with identified SEND?**

This will vary depending on the child's needs, but could include:

- Use of individual, pair and small group activities to teach specific skills or reinforce classroom learning.
- Access to suitable individual or small group intervention programmes.
- Models, images and multisensory resources to promote understanding.
- Use of laptop to aid with recording of ideas.
- Any adaptations needed to the physical environment to help with access to learning.

### **What specific resources does this school offer?**

#### **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 differentiating the curriculum to take account of individual pupil needs.
- Teachers are able to take account of different learning styles and use them to ensure they meet the needs of all the children in their class.
- First hand experiences through visits are explored when topics are planned.
- 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 benefitting from intervention programmes. Progress within these programmes is carefully monitored.
- A range of intervention programmes in the areas of English, 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 complements the Quality First Teaching that all children receive.
- 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 Educational Needs Support Service (including the Speech, Language and Communication Service), Educational Psychology, MBox, Oxfordshire School Inclusion Team, 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 involved in their own learning and are able to feed into topics.
- Children are aware of targets and next steps. They receive feedback on progress towards targets through discussions with teachers and diagnostic marking. Self-evaluation is also encouraged.
- Daily phonics lessons, using *Letters and Sounds* across Early Years Foundation Stage and Key Stage 1.
- Lessons are differentiated to meet the needs of all learners.

- Learning walls in classrooms support the learning of English and maths.
- ICT is used to support learning, including computer programmes such as PiXL.
- Some classes/identified pupils may be allocated support staff and have access to guided group work.
- External agencies can provide advice and may offer individual or group tuition depending on a pupil's individual need.
- Classes have a visual timetable on display which details the daily planned activities. Some pupils may have their own visual timetable.
- The school's physical environment is accessible to all learners, including those with disabilities.
- Reasonable adjustments are made to help pupils learn. For example, some pupils may use special equipment such as pencil grips, coloured overlays, wobble cushions and sloped writing desks.
- Children may be identified as benefitting from social skills, nurture groups and/or ELSA (Emotional Literacy Support Assistant) support.

### **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 PSHCE (Personal, Social, Health and Citizenship Education) course. At Freeland we follow the JIGSAW programme and PiXL's A Mind to be Kind.
- Groups to develop social skills and/or enhance self-esteem can be set up in discussion with class teachers and parents.
- Lunchtime and after-school clubs, e.g. sports activities, gardening, singing, etc.
- Additional support may be offered for children who are struggling at playtime.
- Nurture support with experienced adults for selected children who would benefit from this.
- Home/school liaison.
- Visual timetables.
- Strong ethos of pastoral care.
- Positive Behaviour Policy.
- E-safety is addressed at an age appropriate level.
- Transition preparation.

## Examples of intervention depending on pupils needs:

Wave 1 – inclusive quality first teaching for all

Wave 2 – additional interventions to enable pupils to work at age related expectations

Wave 3 – highly personalised interventions

## Cognition & Learning

Wave:	Support:	Pupils:
1	<b>Quality First Teaching.</b> Differentiated <i>I Can...</i> outcomes, visual aids, modelling, visual timetables, illustrated/ACE dictionaries, writing frames, mind maps, working walls, mini plenaries, TA in class support, access to ICT, focused group work, structured school and class routines, seating position, positive reinforcement, sound mats, coloured overlays/rulers/writing books, handwriting pens/ pencil grips, handwriting policy, access to concrete maths resources, open/closed tasks	All pupils, where appropriate
2	Maths/literacy booster groups, TA support, 1:1 activities, additional keyboard skills, daily reading with an adult, small group phonics booster, handwriting group, PiXL gap support, ARCH reading, take-up time to think before answering, talk partners, cloze procedure activities, precision teaching	Some pupils
3	Intense literacy/numeracy support, adapted catch-up programmes, inc PiXL, additional 1:1 phonics support, additional individual reading, paired reading, memory skills training, FFT, SNIP, Toe by Toe, precision teaching, Numicon and concrete maths activities/resources, literacy/maths apps, dictaphone/Talking Tins, scribe, exam access arrangements, educational psychologist	A few pupils

## Communication & Interaction

Wave:	Support:	Pupils:
1	<b>Quality First Teaching.</b> Flexible teaching arrangements, structured school & class routines, differentiated curriculum using simplified language, increased visual aids/modelling, use of symbols, visual timetables, seating position, allow thinking/processing time, instructions given in small, clear chunks, use of fiddle toy, wobble cushion	All pupils, where appropriate
2	In class support from TA with some focus on supporting speech & language, additional use of ICT to support the curriculum	Some pupils
3	SaLT speech & language support with TA delivering SaLT programme (e.g. Talk Time), in class support, individual visual timetable with smaller steps, input from Communication & Interaction Support Service, use of ICT, Socially Speaking, social stories, Lego Therapy, educational psychologist	A few pupils

## Social, Emotional & Mental Health Difficulties

Wave:	Support:	Pupils:
1	<b>Quality First Teaching.</b> School behaviour policy, whole school & class reward systems, class rules/expectations, class worry box, play leaders, Jigsaw PSHE programme, assemblies, head teacher certificates, Hot Chocolate Fridays, visual timetables, positive reinforcement, regular communication with parents, seating position, fiddle toy, wobble cushion	All pupils, where appropriate
2	Small nurture group, group reward system, support for unstructured time (adult or peer), social skills group, Forest School	Some pupils
3	Individual reward system, daily home/school communication, nurture group, Lego Therapy, ELSA, peer mentoring, Pastoral Support Plan, personal risk assessment, Team Teach strategies, input from Communication and Interaction Support Service, social skills group, social stories, Socially Speaking, time out, individual visual timetables, 1:1 TA support, 6 Stages of Crisis, educational psychologist, CAMHS referral, class and school transition support, including extra visits and learning passports, MBox	A few pupils

## Sensory and/or Physical Needs

Wave:	Support:	Pupils:
1	<b>Quality First Teaching.</b> Flexible teaching arrangements, teacher aware of sensory/physical impairment, suitable concrete resources available, e.g. braille/enlarged texts, hearing impairment loop system, seating position, fiddle toy, wobble cushion, special pens/pencils, pencil grips, personal risk assessments	All pupils, where appropriate
2	Access to ICT resources, additional handwriting practise, access to supportive equipment, e.g. writing slope	Some pupils
3	Fine/gross motor skills programme for individual/small group, support in PE, art, science, practical activities, additional support for school visits, reasonable adjustments to the school environment to support access, keyboard skills, specialist equipment, 1:1 TA support in class and around school, where necessary	A few pupils

### What specialist expertise does the school have access to?

There are members of staff within the school who have specific expertise in SEND and who are trained to support children and deliver particular intervention programmes. Additionally the school is able to draw on the services of a range of external professionals including:

- Inclusion Consultant: This is a traded service and the school buys support where necessary.
- Educational Psychologist This is a traded service and the school buys 2 days of support per year
- Special Educational Needs Support Service (SENSS). This includes the Physical Disability Team, Visual Impairment Team, Hearing Impairment Team, Communication and Interaction Team.
- The Integrated Therapies Team. This includes Physiotherapy, Occupational Therapy and Speech and Language Therapy.
- MBox
- Primary / Child and Adolescent Mental Health Services (P / CAMHS)
- Locality and Community Support Service (LCSS) (early intervention team / social services)
- The SENCo liaises with class teachers, the head teacher and parents to prioritise referrals to these services.
- Referrals to services may also come about following pupil review meetings.
- Staff (usually the SENCo or class teacher, in discussion with the SENCo) discusses the referral to a service with parents/carers.
- Parents'/carers' views will be sought and they may be invited or can request to meet with the service.
- Reports and recommendations are shared with parents/carers and expected outcomes and strategies to meet those outcomes are planned.

Both the school and parents/carers can access a wider array of services by searching through the Local Authority's Local Offer. Please follow the web links at the end of this document to access information and support from the local authority.

## **Information and Guidance/Points of Contact**

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

Freeland 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 (01993 881707, [office.3208@freeland.oxon.sch.uk](mailto:office.3208@freeland.oxon.sch.uk)).

- Class Teacher – is the first point of contact. They monitor the progress of each child and liaise with key staff about possible interventions needed.
- SENCo – Michelle Glass
- Head Teacher – Sarah Nickelson
- Deputy Head Teacher – Penny McCarthy
- SEN Governor – Janet Faulkner

### **How is a pupil with SEND monitored to ensure they are making progress?**

All pupils who are on the SEND register children have a carefully planned One page Pupil Profile which lays out the strategies deployed by staff or used by the child in class, additional support they receive and strengths of the children. Alongside the Pupil Profile the children have a carefully considered Steps to Success document which identified targets and goals for the child. These are reviewed and updated with parents and pupils six times a year and the rates of progress made will inform the next steps in learning. A tracker is also in place to show the impact of what is being provided for children. This too is reviewed on a half termly basis. The school also monitors the equality and effectiveness of individual and group interventions by scrutinising practice through lesson observations and through monitoring of intervention sessions. The SENCo keeps a record of all provision which pupils are accessing in a Whole School Provision Plan. This identifies all support given within school and is reviewed regularly, with changes made as necessary, to ensure that the needs of the children are met and resources are deployed as effectively as possible. The effectiveness of intervention programmes is monitored by assessing the impact on children's learning. Intervention programmes are continually under review. The school will seek external support/advice for children continuing to experience significant difficulties; this may involve an application for an Education Health and Care needs assessment.

Alongside individual meetings Class teachers attend a pupil progress meeting each term with the head teacher, SENCo and class teaching assistant 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 in order for the identified pupils to reach their expected outcomes.

All parents receive regular communication from their child's class teacher, both formally in the midyear report; at Parents' Meetings in the autumn and summer term; as well as informally via email, phone calls or face-to-face.

### **What is an Education, Health and Care Plan (EHCP)?**

The creation and delivery of an ECHP will be led by the Local Authority, with schools developing and reviewing plans and provision with parents. Pupils with statements or EHCP have an annual review where progress is discussed and targets set. Written reports are provided for this meeting and copies are sent onto the Local Authority.

## **Governors' Involvement:**

The school has a Special Needs Governor, Mrs. Janet Faulkner, who supports the SENCo in implementing the SEND Policy. Governors are provided with the attainment and progress information of all pupils with a particular focus on those pupils with SEND. The SENCo attends termly meetings to provide an overview of current progress and attainment of all SEND pupils.

## **Access Arrangements for pupils with SEND:**

The SENCO may assess particular children if it is felt that they may qualify for additional time in their end of year SATs. Some pupils for statutory tests (Year 2 and 6) access them in a smaller environment and support for reading in tests or writing for pupils may be requested. (As is appropriate and in compliance with test guidelines) The school adheres to the current access arrangements for Key Stage 1 and 2 statutory tests.

## **How do we manage smooth transition between years and between settings?**

### **Early Years Transition**

- SENCo and class teacher attend transition meetings for pupils with SEND making the transition from pre-school to F1.
- Parents are invited to a pre-admission meeting.

### **Moving on at Year 6**

- Key staff from the secondary school visit Freeland to speak with the Year 6 pupils transferring to their school.
- All pupils in Year 6 are invited to transition days at their secondary school. Children are prepared for the visits 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 EHCP reviews. Secondary schools are invited to attend.
- SENCo attends Year 6 to Year 7 transfer meeting.
- Use of social stories/transition books.
- A planned programme of transition, which may include mentoring to help prepare children.
- Class teacher/SENCo meets with key staff from new school.
- One page profiles/communication passports for identified pupils are written for and with pupils to share with secondary schools.
- Information transferred in advance of move.

### **Moving Classes**

- A hand over meeting will take place between the current and the new teacher.
- Transition visits to new classes are planned in the second half of the summer term. Identified pupils may have a number of additional visits to the new class.
- Social stories and transition books for children who would benefit.

### **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 need to be made for your child.
- Make sure that all records about your child are passed on as soon as possible.
- Make a transition book/social story for them if we feel it will help to prepare a one page profile for the new school. 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 on-going support.



## **Budget:**

Government funding to the school is based on three factors:

1) **Core Education Funding** The AWPU (Age Weighted Pupil Unit) – This is dependent on the total number of pupils in a school. Each pupil (both with and without SEND) is provided with a certain amount of funding to meet their educational needs.

2) **Additional Support Funding (ASF)** On top of the core education funding, schools are given an additional amount of funding to meet the special educational provision for pupils with SEND. This funding comes from a particular funding stream called either the designated schools grant or schools block. This funding forms part of a school's 'notional SEN budget'. Currently, the government suggests that a school should use their notional SEN budget to fund up to £6,000 worth of special educational provision for a pupil with SEND. This is an average figure, as not all pupils with SEN require special educational provision beyond the amount of £6,000. It should heavily depend on the individual needs of each pupil with SEN. Additional support funding is used for pupils requiring special educational provision, including, for example, the commissioning of external experts such as therapists to attend a school and provide support.

3) **Top up Funding** If a school requires funding that goes beyond the maximum £6,000 to provide a pupil's special educational provision, then depending on the assessed needs of the pupil concerned, the school will make an application to the LA for additional funding to support the needs of an individual child.

We did not receive any top-up funding for pupils in 2019-2020

## **What was our SEND budget last year and how was it spent?**

As a school we prioritise spending to support the needs of our children who have additional educational needs, disabilities and those who are at risk of underachieving. During 2019-20 we spent in excess of £73,000 on educational support staff to prioritise the needs of all children including those with special needs and disabilities; we also used the money to access support from outside agencies, including input from an Educational Psychologist. The SENCo has half a day a week to carry out her duties. This time is used to meet with parents, monitoring the teaching and learning of pupils with SEND in classrooms, monitor the progress of children with SEND meet with external professionals, support and advise class teachers, carry out observations and assessments of individual pupils and maintain statutory records. The SENCo reports to the Governing Body each term via the SEND Governor.

**Attendance of SEN Pupils:** Because of Covid 19 this information isn't available.

	<b>School Attendance Figure July 2019</b>	<b>School Attendance Figure July 2018</b>	<b>National Attendance Figures</b>
All pupils	96.7%	96.9%	96.1%
SEND	94.5%	93.41%	94.7%
Non-SEND	96.9%	96.68%	96.4%

**Exclusion:** During 2019-2020 there were no exclusions recorded.

### What training have our staff had this year?

- Behaviour management training
- Zones of Regulation training
- Autism Awareness
- Phonics training
- ELSA – Emotional Literacy Support Assistant
- First Aid
- Toe by Toe training

### What interventions have been used this year and what has been the impact?

We are continually reviewing and evaluating our provision so that the support that we provide matches the needs of all of our learners.

Strategies that we have in place to support whole class teaching include: scaffolds, working walls, timely marking in all subjects with an expectation of children responding, differentiated tasks linked to learning objectives, visual timetables, ACE dictionaries, dyslexia friendly classrooms and reading books, key word mats, alphabet and phonics mats, free access to maths resources.

This year the following interventions have taken place to support our pupils with SEND:

**DUE TO COVID 19 AND LACK OF SENCO THIS INFORMATION IS NOT AVAILABLE**

<b>Intervention</b> (Number of SEN Pupils)	<b>Year Group</b>	<b>Impact</b>
FFT Wave 3 Literacy (1)	3	Although this child has not made accelerated progress on Target Tracker, assessments of reading age show an increase of +1yr 8 months in 8 months.
Reading Comprehension (2)	3 4	Both children made less than satisfactory progress. (see commentary below)
Nurture Groups/Lego Therapy (2)	1 2	Pupils feel more confident and respectful of others, developing speech and communication with others
Spelling Tracker (3) (2)	5 6	5 children participated in this intervention with assessments showing that they all made progress.
Primary Code (2) (3) (2)	4 5 6	All children made progress using the Primary Code assessments. The children did not make good progress on Target Tracker.
Speech and Language	1	Can say specific isolated sounds but not yet at start of CVC words
Spelling precision grids (1)	3	+10 months spelling age in 8 months
Maths focus on TimesTables (2)	6	Both children made satisfactory progress in maths achieved expected at the end of KS2 assessments.
PiXL Maths (1)	4	Child achieve 25% more in PiXL assessments.

**Data shows 2018-2019**

We are aware that some pupils did not achieve well in Reading, Writing or Maths. This is being addressed as a whole school in the SDP, including training and development of resources, including PiXL and additional literacy interventions. We are also improving the monitoring of interventions in order to provide accurate timely support and to ensure the correct assessment system is used.

**Target Tracker data used from AP1 to AP2 2019-2020**

**Attainment at the end of KS2 for SEND and Non-SEND**

	<b>SEND Attainment 2018 (ARE+) (4)</b>	<b>NON- SEND Attainment 2018 (ARE+) (18)</b>	<b>SEND Attainment 2019 (ARE+) (2)</b>	<b>NON-SEND Attainment 2019 (ARE+) (20)</b>	<b>SEND Attainment 2020 (ARE+) (4)</b>	<b>NON-SEND Attainment 2020 (ARE+) (20)</b>
<b>Reading</b>	75%	100%	50%	85%	0%	100%
<b>Writing</b>	25%	100%	0	95%	0%	94%
<b>SPAG</b>	25%	100%	0	90%	0%	94%
<b>Maths</b>	25%	94%	100%	90%	25%	94%

**Attainment at the end of KS1 for SEND and Non-SEND**

	<b>SEND Attainment 2018 (ARE+) (2)</b>	<b>NON- SEND Attainment 2018 (ARE+) (22)</b>	<b>SEND Attainment 2019 (ARE+) (1)</b>	<b>NON-SEND Attainment 2019 (ARE+) (17)</b>	<b>SEND Attainment 2020 (ARE+) (2)</b>	<b>NON-SEND Attainment 2020 (ARE+) (21)</b>
<b>Reading</b>	50%	91%	100%	100%	0	95%
<b>Writing</b>	50%	82%	100%	82%	0	86%
<b>Maths</b>	50%	96%	100%	94%	0	86%

**Attainment for all SEND pupils across the school 2019-2020 Data – AP2**

	<b>SEND Attainment Whole School ARE+ 2019 (12)</b>	<b>NON -SEND Attainment Whole School ARE + 2019</b>	<b>SEND Attainment Whole School ARE+ 2020 (14)</b>	<b>NON -SEND Attainment Whole School ARE + 2020 (117)</b>
<b>Reading</b>	33%	90%	21%	91%
<b>Writing</b>	8%	83%	7%	80%
<b>Maths</b>	33%	84%	21%	86%

*Data based on Summer 2019 – Spring 2020 except Yr1, which is Autumn 2019 – Spring 2020. There were no children on the SEN register in EYFS so they have not been included in this data.*

**Analysis of progress – SEND 2019-20**

**Progress for all SEND pupils across the school 2019-2020**

*Data is based on Steps Progress from Target Tracker information. It is expected that all pupils make 6 steps progress from Summer 2019 to Summer 2020. Because of Covid 19 data is based on 4 steps progress.*

	<b>SEND Progress Whole School ARE 2019 (12)</b>	<b>NON-SEND Progress Whole school ARE 2019</b>	<b>SEND Progress Whole School ARE 2020 (14)</b>	<b>NON-SEND Progress Whole school ARE 2020</b>
<b>Reading</b>	5.6	6.0	4.1	4.1
<b>Writing</b>	5.5	5.7	3.7	4.1
<b>Maths</b>	5.9	5.8	4.1	4.2

### **What if I have a complaint?**

If you are concerned with your child's progress, or you have any concerns regarding your child's education, your first step should be to talk directly to your child's class teacher about your concerns. If your concern is not resolved by the teacher, you should then request a meeting with the SENCO, Michelle Glass or the head teacher Sarah Nickelson who will do their best to resolve the issue. If this still does not resolve the issue, you may choose to make a formal complaint by putting it in writing addressed to the Chair of Governors. The school's complaints procedure is available on the school website and a hard copy can be obtained from the school office.

### **Where can I find further information on SEND?**

#### **Useful web links**

Both the school and parents/carers can access a wider array of services by searching through the Local Authority's **Local Offer**. Please follow the web links below to access information and support from the local authority.

Oxfordshire County Council's guidance *Identifying and supporting Special Educational Needs in Oxfordshire schools and settings* may be found at:

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

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it:

<https://www.oxfordshire.gov.uk/cms/taxonomy/term/278>

Our school has contributed to the county's Local Offer through attendance at a training workshop and through trialling of new guidance and systems.

For information about a range of specialist support services, go to the Oxfordshire County Council SEN web pages at:

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

If you would 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:

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

If you would like impartial advice from Oxfordshire's SEND Information, Advice and Support Service (SENDIASS), contact:

<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>

Our school website has all of our policies available, including our SEND Policy, Accessibility Policy, and Positive Behaviour Policy. It also has lots of additional SEND information and advice for parents/carers.

<http://freeland.oxon.sch.uk/>