



**ESUK**

**Special Educational**

**Needs**

**Information Report**

**2017**

## **Europa School UK Special Educational Needs (SEN) Information Report**

This report sets out information about the ways in which Europa School UK (ESUK) meets the provision for children with special educational needs (SEN).

### **About our school**

ESUK provides for children and young people 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;*

This includes children who may have behaviour difficulties relating to emotional conditions such as anxiety or depression,

#### *Sensory and/or Physical needs;*

This includes children who have visual or hearing needs, or a physical disability that affects their learning

We acknowledge and celebrate the fact that each child is unique and is a valued part of our school community.

### **About our Special Educational Needs Co-ordinator (SENCo)**

Our special educational needs co-ordinator (SENCo) is Mrs Sarah Kynoch. She is a qualified teacher and SENCo with a Post Graduate Certificate in Advanced Educational Practice (Special Educational Needs) and holds the National SENCo Award. She works closely with the Head teacher to oversee the provision and monitoring of children's learning and progress throughout the school and to support the families of those children with special educational needs.

The SENCo can be contacted by calling the school office:

Tel: 01235 524060

E mail: [s.kynoch@europaschooluk.org](mailto:s.kynoch@europaschooluk.org)

Our governor with responsibility for SEN is Mrs Jackie Holderness.

Our SEN policy can be found on the School Website or is available from the School Office

Our Accessibility Plan can be found on the School Website or is available from the School Office

## **How do we identify and give extra help to children and young people 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 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 process.

Click on the link here to read it:

[https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childrene\\_educationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf](https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childrene_educationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf)

## **What is inclusion?**

Inclusion takes account, via curriculum planning and assessment, of the type and extent of difficulty that is experienced by the child. Where appropriate, pupils have access to specialist equipment, teaching approaches or alternative or adapted activities, as advised by external specialists.

Setting suitable learning challenges by choosing, knowledge, skills and understanding from previous curricula stages, so that individuals can make progress and show what they can achieve, focusing on key aspects where there are time constraints

Identifying any gaps in pupils' learning and making arrangements to deal with them

Providing a much greater degree of differentiation in planning work to fit in with the programmes of study

Where pupils' attainments are significantly low, the school can demonstrate that they have planned sufficiently challenging work within each subject

Teachers respond to pupils' diverse learning needs by considering the different experiences, interests and strengths that pupils bring to school

Teachers plan their approaches to teaching and learning so that pupils can take part in lessons fully and effectively.

## **The inclusive practices of the school:**

The school ensures that all pupils are achieving as much as they can, deriving the maximum benefit according to their individual needs

If certain groups or individuals are not achieving as much as they can, the school is committed to find out why this is

The school is aware of differences between groups and individuals, in terms of teaching, learning and curricular access and will state clearly the action they will take

The action taken is monitored carefully to ensure that all pupils are included in all aspects of the school

There is care to promote racial harmony and to address racism, sexism and other forms of discrimination

Learning targets and tasks are adapted and modified to match lesson objectives, and learning is checked against these targets.”

## **Adapting the curriculum**

We offer a broad and balanced curriculum for all children and young people including those with SEN. Please look at the school website for information on the exciting curriculum the children enjoy.

Teachers are responsible for the progress of all children and lessons are well differentiated to ensure success and progress for everyone. Teachers consider the range of teaching strategies and approaches used and how arrangements for in-class support and/or withdrawal affect access to the curriculum

The school offers many intervention programmes in addition to the core curriculum to boost and support children’s learning. These are usually delivered by trained TA’s and are monitored by the SENCo. Planning for differentiation can involve:

- ensuring the child's strengths are used to build confidence, self-esteem and maintain motivation
- using a multi-sensory approach to give pupils the opportunity to learn effectively in a way suited to their ability
- helping pupils overcome learning difficulties by, for instance, supplying frequent spoken instructions for children with reading difficulties including work recorded in alternative formats
- employing active learning strategies giving pupils first-hand experience
- matching demands to levels of attainment
- providing a range of activities to ensure participation
- providing similar work for a group but allowing different outcomes
- using a clearly defined step by step approach promoting gradual development of concepts and skills
- using jargon free, unambiguous language starting from the child's own language, introducing words as needed
- explaining new words regularly to ensure understanding and use

- allowing sufficient repetition to consolidate skills
- allowing time for reflection
- ensuring that the pace of the lesson takes account of the differences between individuals.

These interventions may support a particular aspect of learning such as reading and comprehension or numeracy. We also offer social/nurture groups to enable children to develop communication and social skills and increase their self-esteem.

## **How do we work with parents and children?**

The partnership between school and home is essential. We will always contact parents if we have a concern that a child may have a special educational need. Our Special Needs register is a reflection of the parent's and school's understanding of a child's special needs. We work closely with children with SEN and their families to agree outcomes and to plan how we will all work together towards these, and then to review progress.

This communication happens in a variety of ways:

Each child has an Independent provision tracker which outlines the interventions and /or strategies used to support the child's learning. This document can be requested at any time, by the parents/ guardians.

Review meetings are held between the parents and class teacher at the ends of each long term, to review the Provision tracker and discuss the child's progress and any other issues.

Parents evenings are held once a year and there are two reports ( Terms 3 and 6)

Parents are always able to speak to class teachers at the end of the school day, regarding any concerns.

Appointments can be made to see the SENCo by phoning the school office.

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

Our SENCo, Mrs Sarah Kynoch, holds the National SENCo Award and a Post Graduate Certificate in Advanced Educational Practice (Special Educational Needs). She is also a qualified Reading Recovery Teacher (UCL Institute of Education)

We have a trained and practicing Emotional Literacy support Assisstant (ELSA) who works closely with teachers and SENCo to offer 1:1 support for children experiencing emotional difficulties.

Staff training is undertaken in various aspects of SEN according to the needs of the children to ensure that the provision made and support given to pupils is appropriate and effective. The training needs of staff are reviewed as part of the CPD process in school.

Training may take the form of attendance at external courses on particular conditions such as dyscalculia, dyslexia; behaviours such as autism; and physical difficulties such as visual impairment.

We have access to a range of specialist support services including;

SENSS (Special Educational Needs Support Services), who support children with communication and language, sensory needs and physical needs. Teams include, speech therapy, occupational therapy, and physical disability service.

Oxfordshire Visual Impairment Team

Child and Adolescent Mental Health Services (CAMHS)

OXSIT (Oxfordshire School Inclusion Team)

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

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-sen>

We also work with other services and organisations who may be involved with a family, always with the family's permission.

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

The progress of all children is tracked throughout the school and the data is analysed regularly during termly Pupil Progress meetings with class teachers, the Head teacher and the SENCo.

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. 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.

The SENCo meets with the SEN Governor periodically. 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 request a copy from the Office.

### **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.

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>

## **What do we do to support the wellbeing of children with SEN?**

We encourage all children to talk to their class teacher if they have a problem. The SENCo works closely with children with emotional or behavioural difficulties to enable them to feel safe and supported in the school environment.

Bullying is not tolerated and procedures followed can be found in our Behaviour and Anti-bullying policies which are on the School website and available as a paper copy from the School office. Nurture groups offer valuable time to build children's self-esteem and confidence outside of the academic curriculum.

## **Feedback and complaints procedures.**

At Europa School UK, we welcome feedback from parents. If a parent or guardian is concerned about SEN provision for their child, initial contact should be made with the class teacher. A meeting will then be arranged, which may include the Head teacher and/or SENCo, to discuss the concern.

If you would like impartial advice from Oxfordshire's SEN Information advice and Support Service (SENDIASS), you will find the details here:

<https://www.oxfordshire.gov.uk/sendiaass>

In the event of a formal complaint concerning SEN provision, parents/guardians are advised to contact the Head teacher and follow the Oxfordshire LA procedure in the first instance. Parents may also contact the Governing Body.

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>

## **In summary:**

The Governors and staff at ESUK, recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident, independent individuals.

We aim to:

Celebrate our multi-lingual ethos by acknowledging that each child is unique and a valued part of our school community.

Ensure that our curriculum is accessible and relevant to all children whatever their individual need.

Promote positive attitudes and individual confidence, ensuring all children experience success.