

Special Educational Needs

Children and young people with SEN all have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. These children and young people may need extra or different help from that given to others.

Around 19,000 children and young people in Oxfordshire have identified SEN and most of these are supported in their local mainstream school. The majority of these children have their needs met through additional support, provision and advice from specialist services. Some children and young people who have high or complex needs may need an Educational, Health and Care Plan (EHCP) to ensure the level of support and funding they need throughout their childhood and early adulthood.

The SEND Code of Practice (2014) sets out guidance and expectations in relation to identifying, assessing and providing for children with SEND. A child has special educational needs if they have a learning difficulty, and or a disability which calls for special educational provision to be made for them. A child is considered to have a SEN if she or he has *'a significantly greater difficulty in learning than the majority of others of the same age; or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.'*

(SEND Code of Practice, 2014)

Key Information

Local Offer Information:

The Code of Practice for SEN and Disability (2014) set out guidance on how the needs of children and young people with SEN or disability should be met.

Oxfordshire's Local Offer has been developed with parents and young people and can be viewed at:

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

SEND Policy: This is our school policy which details how the school will do its best to ensure those with SEND thrive in our school.

<https://docs.google.com/document/d/17jeRf7LQwNt3RoRf6RRjruTf0uZCDsXF/edit>

River Learning Trust SEND Statement:

<https://docs.google.com/document/d/15-eTOPjil5MY9vvgKpRjmtYMZPLPrePatXOfF8GiMIY/edit>

SENDIASS- Special Educational Needs and Disability Advice and Support Service

This impartial service offers support and advice for parents and carers of children with SEN. They also help connect you to other organisations which may be able to offer further support.



Special Educational Needs and Disabilities (SEND) at Middle Barton School



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Whole School Approach

At Middle Barton Primary School, we are committed to nurturing excellence in all of our pupils. We know that all of the children in our school have unique talents, but that, at some point, many children may find some aspects of school – be they academic, social, emotional or behavioural – more challenging.

All staff at Middle Barton Primary School share a commitment to supporting any child with an additional or special need, be this a short-term problem related to a very small part of the curriculum or school life, or more complex needs.

We strive to provide the support each pupil needs in order for them to become a motivated and successful learner. This support takes different forms for each child, but some of our strategies include:

- Inclusive ‘quality first teaching’ in the classroom, with activities adapted to meet the needs of each child.
- Whole school growth mind-set approach to learning to enable all pupils to achieve in a positive and supportive environment.
- Clear feedback to pupils through high quality marking and discussion about their learning.
- Good relationships with parents, built on regular contact and a number of more formal meetings – including, for example, parent consultations, structured conversations, or target review meetings (for those pupils on the SEND register) three times each year

- Individual curricular targets, addressing each child’s specific next steps in learning.
- Employing intervention teachers or utilising teaching assistants or expertise within the school for those pupils who might require extra support in reading, writing and maths
- Working with outside agencies to gain advice, support and guidance

Provision for SEND

We are able to offer access to the following provision to support our pupils with SEND:

Communication and Interaction:

Quality First Teaching
Individual social stories
Early intervention
Talking Partners (intervention programme)
Play Therapist
Access to Speech and Language Therapist (SALT)
Access to the SENNS Communication and Interaction Support Service

Cognition and Learning:

Quality First Teaching
Access to SENSS Team
Access to an Educational Psychologist
Direct Phonics (individual/group support)
Paired reading
Working Memory Programme
Personalised interventions with a focus on pre-teaching

Social, Emotional and Mental Health Needs:

Access to a counsellor
Individual Support Plan
Individual timetable
Nurture groups
Risk assessments and positive handling plans
Access to PCHAMS
Parent Support Advisor
Support at playtimes
Behaviour Toolkit
Playtime support

Sensory and Physical Needs:

Writing slopes and pencil grips
Sensory toys
Disabled toilet and changing facility with hoist
Wheelchair ramp and lift
Alternatives to traditional written formats considered, i.e. typing up work
Fine and Gross motor skill support (individual/group support)

External agencies and organisations also provide support, advice and intervention when necessary.

