

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

About our school

Rose Hill Primary School provides 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

We are a mainstream school of 288 children with 12 children on an Education, Health and Care Plan and 69 on School Support.

Our special educational needs co-ordinator (SENCo) is Sophie Hill:

She can be contacted on 01865 959290

Our governor with responsibility for SEN is Sabine Huth-Rauschenbach.

Our SEN policy can be found on the school web site.

Our Equality Scheme and Accessibility Plan can be found on the school web site.

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 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/childreducationandfamilies/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 parents to agree outcomes and how we will all work towards these, and then to review progress. We do this through meetings and phone calls throughout the year.

Adapting the curriculum

We offer a broad and balanced curriculum for all children including those with SEN. 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.

All children on the register for School Support have SEN outcomes. Advice from reports and assessments is incorporated into these outcomes that are monitored by the SENCo.

We have a provision map that identifies children through assessment who need additional or different support through targeted intervention work. This support is delivered by class teachers, teaching assistants, home school link workers and volunteers.

What expertise can we offer?

Our SENCo has a Postgraduate Certificate in Education and has specialist training in working with children with literacy difficulties.

All staff have ongoing training through regular staff meetings and INSETs.

Rose Hill received intensive training from The Mulberry Bush to help support children with complex emotional needs. This has informed our behaviour and relationships policy.

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

Educational Psychologist

SENSS, who support children with communication and language, complex needs, sensory needs and physical needs

Speech and Language Therapist

Point5 Behaviour Consultancy and Support

Child and Adolescent Mental Health Services (CAMHS)

Community Paediatrics

Oxfordshire School Inclusion Team

Children's Social Care

The Virtual School

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

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

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'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.

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.

How are children with SEN helped to access activities outside of the classroom?

All children 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 children 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:

<https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/schoolsaccessibilitystrategy.pdf>

What do we do to support the wellbeing of children/young people with SEN?

All children have the opportunity to share their views through their school council representatives. We listen to the views of children with SEN by talking to them prior to meetings for them. We take bullying very seriously. We help to prevent bullying of children with SEN by following the anti-bullying policy. The anti-bullying co-ordinator in Oxfordshire is supporting work by home school links to promote anti-bullying.

Joining the school and moving on

We encourage all new children to visit the school before starting. For children with SEN we meet with children and parents prior to their joining the school to ensure that provision is in place. Prior schools are contacted and where possible transfer meetings take place and the children's files are passed over.

We support children through the transition as they move to secondary school. Vulnerable children have additional visits to support their successful transition.

Who to contact

If you are concerned about your child, please contact their class teacher in the first instance. You can also contact the SENCO for support and to discuss concerns.

If you'd like to feedback, including compliments and complaints about SEN provision, please post into Reception and indicate if you would like a response. We aim to respond within 5 working days.

If you'd like impartial advice from 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>

If you'd 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>

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>