



## John Blandy School Information Report – Our School Offer

At John Blandy School we 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. We recognise that children are individuals, that each one has needs special to him or her.

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 supporting at all stages of their child's development.
- Make effective use of support services.

The Oxfordshire County Council Local Offer for Children with SEN and disabilities can be found at: <https://www.oxfordshire.gov.uk/cms/taxonomy/term/278>

### Information and Guidance/ Points of Contact

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

John Blandy School 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.

- Class Teacher – is the first point of contact. They monitor the progress of each child and liaise with key staff about interventions needed.
- SENCO – Karey Evans
- Head Teacher – Suzanne Elliott
- SEN Governor – Gareth Sheer

### Assessment, Planning and Review/ Partnership for Progress

***How does the school know how well my child is doing? How will I be kept informed about how well my child is doing? How regularly will I be updated on my child's progress?***

***Will I know if my child is not making progress and what will happen?***

- On starting school, we will talk with parents and carers about their children in order to plan effectively to meet their needs. As parents are the first educators of their child their

knowledge is essential. During initial meetings we ask whether parents have any concerns about their children – for example, if they have a disability, special need or medical need. This helps us to plan how we will support their child once they start school.

- Class teachers attend pupil progress meetings twice a year with the Head teacher and Deputy Head teacher. The class teachers also attend twice yearly meetings with the SENCO to discuss the progress of pupils on the SEN register. The rates of progress are monitored and those pupils not making the expected rate of progress are identified and strategies or interventions discussed and put in place. School will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having impact. This means that we can support any Special Educational Needs arising.
- Ongoing teacher assessment strategies are used to determine progress and attainment.
- Regular review meetings are held with the class teacher and SENCO to track progress towards outcomes and evaluate interventions.
- Diagnostic marking is used in literacy and maths and provides feedback to pupils.
- Any child identified as having a special educational need and/or disability is identified on the SEND register.
- We take great care to establish whether progress is affected because a pupil has attendance issues, has English as an additional language (EAL) or a hearing or visual difficulty.
- We also work with specialist services who provide expertise in finding out the type and range of the student's needs.
- Our school uses the Oxfordshire County Council 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.
- Children identified as having a Special Educational Need have a Pupil Profile in which their strengths and areas of need are identified, and any outside agency advice is also included. Outcomes for each term are set out and these are reviewed with parents 3 times per year.
- Parents are also kept informed about their child's progress at the twice-yearly parent's evenings.
- Children with EHC Plans have an annual review, where progress is discussed and outcomes reviewed and new outcomes set, as required. Written reports are provided and sent out in advance. Children are invited to contribute to this review.
- An annual report to parents/carers is written by the class teacher which details the achievements, strengths and areas of development in the different curriculum areas.
- Additional support may be provided after discussions with key staff, parents/carers, the pupil and where relevant, an external agency.
- The Academy also has a safeguarding lead, who supports with Early Help Assessments and safeguarding matters within the school.
- The school identifies the needs of SEN pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

- The school will seek external support and advice for children continuing to experience significant difficulty – this may involve an application for an Education Health and Care Plan assessment.
- School staff may informally discuss progress with parents/carers as needed.
- Governors are provided with attainment and progress information. They act as ‘critical friends’ and challenge staff to use their best endeavours to raise standards further.

### **Curriculum and Teaching Methods – including groupings and 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?***

- We offer a broad and balanced curriculum.
- 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 the curriculum to take account of individual pupil needs.
- Teachers are able to take into account 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 literacy, 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 Education Needs Support Service (SENS), Educational Psychology, Speech, Language and Communication Service, Behaviour Support 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 the topic.
- Children are aware of their 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 'Read, Write, Inc.' across Early Years Reception Class and Key Stage 1. Some children with SEN in Key stage 2 also access this programme.
- Lessons are adapted to meet the needs of all learners.
- Learning walls in classrooms support the learning of literacy and maths.
- ICT is used to support learning.
- 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.
- The school's physical environment is accessible to all learners, including those with disabilities.
- Different ways of teaching are in place so that your child is fully involved in learning in class. Tasks are broken down into smaller steps and teaching is clear and explicit. This may also involve things like using more practical learning or visual supports or extra adult input to support learning. Reasonable adjustments are made to help pupils to learn. For example, some pupils may use special equipment such as pencil grips, sound amplification systems, use of a laptop and sloped writing desks. Children may have movement breaks, have access to fidget toys or a 'wobble cushion' to help them focus for longer.
- Children may be identified as benefitting from social skills groups.

## Tests and Access Arrangements

***What arrangements are available for pupils to access tests and assessments? How will I know if my child qualifies for additional support or time to access tests?***

- Year 6 pupils may be assessed to determine whether individuals may qualify for additional time.
- Some pupils for statutory tests (Year 2 and 6) access them in a smaller environment and support for reading tests or writing for pupils may be requested, as appropriate and to comply with test guidelines.
- School adheres to current access arrangements for Key Stage 1 and 2 statutory tests.
- Class teachers will inform parents/carers whether their child qualifies for additional support or time to access tests.
- Booster and target groups are run throughout the school year.

## 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 include PSHE (Personal, Social and Health Education) learning within the curriculum.
- We have an ELSA (Emotional Literacy Support Assistant) – to support the emotional well-being of pupils. She works with both small groups and individuals.
- Draw & Talk therapy is available on a referral basis.
- We have group sessions to develop social skills and enhance self-esteem including using interventions such as *Socially Speaking*, *Talkabout*, *Friendship Formula* and *Time to Talk*.

- Lunchtime and after-school clubs e.g. sports activities, computer, games.
- Additional support for children who are struggling at playtime e.g. *Play Club*.
- Visual timetables/symbols.
- Anti-Bullying Policy and procedures – focus on vulnerable groups.
- E-safety and cyber bullying is addressed at an age-appropriate level.
- Transition preparation

## Accessibility to Premises and Facilities

***What facilities are in the school to assist children with disabilities move around the building and take part in lessons? How do I know my child will be able to access all lessons?***

- The building and playground are accessible to wheelchair users.
- Disabled toilet.
- Awareness of sensory issues.
- 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.
- Transition preparation.

## Working with others

***Who does the school work with? How does the school work with other agencies? How will I be informed?***

John Blandy School works with a number of services including:

- Educational Psychology Service
- Behaviour Support Service
- SENSS (Special Educational Needs Support Services), who support children with communication and language needs, sensory needs, Hearing Impairment and physical needs. Teams include, speech and Language therapy, Teacher of the deaf, Occupational Therapy, SEN ICT and Physical Disability service.
- Special Educational Needs (SEN) Team
- Parent Partnership
- School Nurse
- Child and Adolescent Mental Health Service (CAMHS)
- Children's Services
- Voluntary 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) discusses the referral to a service with parents/carers.
- Parents' views will be sought, and they may be invited or can request to meet with the service.

- Reports and recommendations are shared with parents and expected outcomes and strategies to meet those outcomes are planned.

## Transition

### *How will the school help my child settle with confidence and manage change as they move between schools and year groups?*

#### **Early Years Transition**

- Early Years/Key Stage 1 Coordinator and/or SENCO attend transition meetings for pupils with SEN making the transition from pre-school to Reception. Class teacher visits child in setting.
- Parents are invited to a pre-admission meeting.

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

- Key staff and often some Year 7 students from the secondary school visit John Blandy School to speak to the Year 6 pupils transferring to their school.
- All pupils in Year 6 are invited to a familiarisation day at their secondary school. Children are prepared for the visit 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 Statement/Education, Health and Care Plan reviews. Secondary schools are invited to attend.
- 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 as needed.
- Information transferred in advance of move.

#### **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 needs 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 support.

#### **Moving Classes**

- A hand over meeting will take place between the present and the new teacher.
- Transition visits to new classes are planned in the second half of the summer term.
- Social stories and transition books for children who would benefit.

- Meet the teacher meetings take place early in the autumn term which give a chance for parents to find out about arrangements for such things as homework, the curriculum topics and reading expectations.

### **Policies**

Links:

- SEN policy
- Behaviour policy
- Anti-bullying policy
- Equality Policy
- Access plan

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