



## SEN Information Report

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

### About our school

Tower Hill School 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

☐ Sensory and/or Physical needs;

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

There are 39 children on the Special Educational Needs Register from Nursery to Year 6. 5 of these children have an Education Health Care Plan (EHCP). The amount of children within each area of need are:

Cognition and Learning – 8

Social, Emotional and Mental Health – 9

Communication and Interaction – 19

Sensory and/or Physical - 3

Our special educational needs co-ordinator (SENCo) is Hannah Staniford.

She can be contacted on: 01993 702599 or [senco@towerhillschool.org.uk](mailto:senco@towerhillschool.org.uk)



The Assistant Special Educational Needs Co-ordinator is Debbie Rogerson and can be contacted on the same number.

Our SEN governor is Liz Edwards. She can be contacted via the school office.

Our SEN policy can be found on our website.

### **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.

Click here to read it:

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

### **How do we work with parents and children/young people?**

We will always contact parents if we have a concern that a child or young person may have a special educational need.

We work closely with children and young people with SEND and their parents to agree outcomes and how we will all work towards these, and then to review progress. We do this by meeting with parents, phone calls, using home/school diaries, talking with and working with the child



There are also opportunities for parents and children to contribute to our policies on SEND and Equality.

### **Adapting the curriculum**

We offer a broad and balanced curriculum for all children and young people including those with SEND. All teachers are trained in working with children with SEND. If teachers feel children need support in addition to high quality first teaching, we provide interventions. For example:

- We offer individualised in-class support and differentiation to ensure all children can access the classroom learning and activities
- Offering recommended aids such as laptops, coloured overlays, visual time timetables adapted resources etc.
- We run nurture groups for children who we feel need additional support with their emotions or mental health.
- We employ an Assistant SENCO and Home School Attendance Officer who offer Speech and Language Therapy, nurture support and social skills interventions.
  
- We use several different intervention programmes to support children who may need extra support in both literacy and numeracy
- We run forest school sessions, taking advantage of our wonderful school grounds, for children to develop their social skills, confidence and problem solving skills

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

Our SENCo has completed the National Award for Special Educational Needs Coordination and has worked with children with additional needs throughout her teaching career.

We have an Assistant SENCo who is trained in working with children with ASD, Dyslexia, EAL and Speech and Language difficulties.

Our Home, School Link Worker is also a trained Emotional Literacy Support Assistant and she has taken part in a wide range of training relating to nurture such as Drawing and Talking therapy.

We have additional key members of staff who have received enhanced training in working with children with autism, children with EAL, children with speech and language difficulties and leading specific interventions such as Precision Teaching



and Read Write Inc Boosters.

Teaching Assistants are trained to support the particular needs of the children with whom they work.

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

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

Child and Adolescent Mental Health Services (CAMHS)

Oxfordshire School Inclusion Team

Therapy services  
Children's Social Care  
Early Intervention through the Local Community Support Service (LCSS)

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages:  
<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-sen>

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/young people is tracked throughout the school. This may be in the form of lesson observations, pupil tracking such as data and suitable assessments. We follow the graduated approach and **assess, plan, do, review** cycle.

We review children's outcomes alongside their parents/carers three times per year, and work together to choose new outcomes and discuss ways of supporting the child. These reviews consider

- The teacher's assessment and experience of the child



- Their previous progress and attainment
- The development of the child in comparison to age related expectations
- The views and experiences of parents/carers
- The views of the child
- Advice from external services where relevant

When we run additional 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.

### **How do we enable children and young people with SEN to engage in activities available to those who do not have SEN?**

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.

All children are encouraged to take part in school events such as sports days/school plays and special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

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:

[http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools\\_Accessibility\\_Strategy.pdf](http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools_Accessibility_Strategy.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 and working with the Inclusion Team. Children with SEN are encouraged to be part of the school council. We offer nurture support and interventions for those children suffering with social, emotional and mental health difficulties.



We take bullying very seriously. We help to prevent bullying of children/young people. Please see our anti bullying policy to find out more about how we may do this.

## **Joining the school and moving on**

We encourage all new children to visit the school before starting, and home visits are made before all children join the Reception class. If children join the school in-year, we liaise with the former school concerning any special educational needs and disabilities. Similarly, if a pupil leaves Tower Hill School, we will liaise with the new school.

We begin to prepare young people for transition into the next stage of their education or training by working closely with the nursery settings or secondary schools.

Applications for pupils- including those with special educational needs and disabilities – to join the school are processed in line with Oxfordshire County Council's published 'school admissions' rules and policies which can be seen at <https://www.oxfordshire.gov.uk/cms/public-site/school-admission-rules-and-policies>

## **Who to contact**

If you are concerned about your child please make an appointment to see the class teacher and/or SENCo:

Hannah Staniford, 01993 702599, [senco@towerhillschool.org.uk](mailto:senco@towerhillschool.org.uk)

If you would like to feedback, including compliments and complaints about SEN provision please contact the Chair or Governors, Mrs Judith Petterson.

If you would like impartial advice from Oxfordshire's Parent Independent Support Service contact <https://www2.oxfordshire.gov.uk/cms/content/contact-sendiaas-formerly-parent-partnership>

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-sen>.

**Reviewed and updated: September 2021**

**Next review due: September 2022**

