



'Shine like Stars'

Governor's Annual report on Special Educational Needs 2015-2016

We, at Stoke Row School, believe that every child has individual and unique needs. We also recognise that, in order to achieve their full potential, some children will require additional support. We understand that some pupils will have special educational needs at some point in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. Stoke Row aims to equip all pupils with strategies for dealing with their needs in a nurturing environment which recognises that, with effort and perseverance, they can succeed. We also provide our pupils with meaningful access to the national curriculum so that they can develop a love of learning. We aim to embed a culture of high expectations so that all pupils can achieve their potential. Alongside this, we recognise the importance of developing independent working strategies in order to prepare the children for their educational journey.

Any personalised provision is designed to reflect and foster our core values of:

kindness, respect, perseverance, excellence and achievement

School arrangements

- At the end of the 2015-16 academic year there were 11 pupils on the Special Educational Needs/Disabilities (SEND) register; this represents 12% of children on the school roll. Children on the register may have had one or more of the following areas of need:
 - cognition and learning need (including dyslexia)
 - social, mental and emotional health
 - communication and interaction
 - sensory and/or physical needs.
- Ryan Bradley has continued in his role as SEN governor and has monitored the progress of pupils with SEN.
- Personalised learning packs have continued to be used to facilitate independent working. These are for all children on the SEN register and other specific pupils.
- At the start of the year, we spent the first week 'learning to learn' by finding out about different learning strategies and allowing the children to practise these skills.
- All lessons have continued to be observed using the Oxfordshire Inclusion Checklist to ensure that there was high quality inclusive teaching for all pupils.
- TAs have been regularly observed while delivering interventions and personalised teaching.
- TAs were deployed through the school carefully, using their particular strengths to impact the learning of our pupils.
- The children continued to be involved with sharing their thoughts and feelings towards different aspects of their learning. We have met with children individually and used tools such as Blob Trees and 'Readiness to Learn' to elicit the voice of the child.
- The children have been involved with discussing their termly outcomes and progress, and some children in KS2 have contributed to their outcome setting on their pupil profile.
- All pupils on the SEN register have a pupil profiles so that all staff had a clear understanding of individual children's learning preferences and intended outcomes.
- We continue to develop the children's emotional literacy by using the 5-point scale and Blob Trees as a means of reflection.
- Some children on the SEN register have benefitted from additional reading with a volunteer from an Oxfordshire based reading charity: Arch.
- Some children on the SEN register have benefitted from additional reading with our Pets as Therapy dog.
- Some children on the SEN register have attended weekly horse riding sessions as part of their personalised curriculum.
- The Senior Leadership Team followed government guidance to ensure pupils on the SEND register had the appropriate access arrangements for the KS1 and KS2 SATS.

Pupil Progress

Progress for each individual pupil and groups of pupils, including those on the SEND register, is regularly and closely monitored by class teachers and Senior Leadership Team to ensure that no pupil is at risk of underachieving.

As there are only a small number of children on the SEND register, data for these pupils is not reported as there is a risk of identifying them. However, data analysis of the SEN register is shared, and scrutinised, with the SEN governor throughout the year.

Stoke Row C.E. School
School Lane, Stoke Row
Henley-on-Thames
Oxfordshire RG9 5QS
Headteacher: Miss Charlotte Harris
BA (Hons), PGCE, MEd, NPQH

Kindness · Respect · Perseverance · Excellence · Achievement



"Pupils value their school highly and feel lucky to be part of such a close-knit community, where all pupils look after and play with each other"
Ofsted 'Good' 2014

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Training

- One TA has received training on the '1st Class @ Number' maths intervention which has proven data-based effectiveness in accelerating mathematics progress. The SENCO supported the TA through in-school mentoring.
- The SENCO revisited training on precision teaching allowing the staff to effectively implement this form of intervention.
- Our Educational Psychologist has worked closely with staff to develop holistic approaches to supporting individual children or groups of pupils.
- The SENCO trained all staff in administering the Sandwell maths assessment
- Several external agencies supported the school through developing strategies to enable the children to meet their outcomes.
- Two members of the teaching staff attended Autism Level 1 training
- Two members of staff have attended training on the 'Write Away' Literacy intervention
- Two members of staff attended Oxfordshire Manual Handling Course
- Two members of staff have received regular training from Oxfordshire Physiotherapists.
- The SENCO attended the annual Oxfordshire Inclusion Conference.

Resources

In addition to high quality first teaching from their class teacher, children on the SEND register continue to be supported in a number of ways, including 1:1 support and small group interventions. As well as interventions generated within school, some children follow special programmes – e.g. physiotherapy, speech and language therapy – devised and sometimes delivered, by external professionals.

Resources were used to support children on the SEN register, including:

- The Homunculi approach
- Black Sheep Press Speech and Language resources
- My Maths
- Power of 2 (Maths)
- Write Away Together
- Direct Phonics
- New Reading and Thinking
- Looking and Thinking
- Write from the Start (Handwriting)
- Speed Up Handwriting
- Sandwell Maths Assessment
- The Coping Strategies Workbook

External Agencies

Outside agencies supported children on all levels of the SEN register and this has continued to have an impact on the children's development. Throughout the school year the following external agencies supported the SEN pupils:

- Educational Psychologist
- Occupational Therapist
- Speech and language Therapist
- Specialist Advisory Teacher from the Communication and Interaction Support Service
- The Clock House (PCAMHS and CAMHS)
- School Nurse
- Special Needs Advisory Support Teacher (SNAST)
- The Oxfordshire School Inclusion Team

Partnership within and beyond the school

- Two pupils with SEN were elected representatives on the school council.
- A number of children with SEN took part in several sporting events and school trips.
- We continued to maintain strong links with schools in our partnership. The SENCO attended the partnership inclusion meetings.
- The Senior Leadership Team worked closely with local secondary schools to ensure there was a smooth transition for vulnerable learners.

If you wish to find out more about Special Educational Needs at our school or have any questions about this report, please do contact your child's class teacher or Rachel Doe (SENCO).

Rachel Doe

Charlotte Harris

SENCO

Headteacher

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