

Oratory School SEND Annual Statement September 2024

1	How does the school identify children with special educational needs?	The school SEND Policy outlines a graduated response. Updated Spring 2023.
2	How many children in the school have special educational needs?	37 children in total (19%) 64% EAL
3	How many children are being provided for at School SEN support and EHC plans?	37 children are listed as SEND 5 of these have SSPP's (School Support Provision Plans) 4 of these children have an Education Health Care Plan (EHCP).
4	How many children have met the exit criteria and no longer need that support?	All children remain on SEN support or above.
5	What types of special education needs does the school currently need to provide for?	First broad area of SEN need (some have more than one) Communication and interaction – 15 pupils Cognition and learning – 15 pupils Social, emotional and mental health – 5 pupil Sensory and/or physical - 2 pupil
6	How are pupils with SEND ensured access to the curriculum?	Graduated response strategies adhered to. Quality First Teaching Standards and Strategies ensure we overcome barriers to learning and allow all pupils to access the curriculum. Pupils with ASD have support from CAT (Communication and Autism Team) Some children are working towards targets set by using the Birmingham Continuum Toolkits. Information included in quality first teaching ensures access strategies are adopted for groups or individual pupils highlighted on each class profile. Differentiation and interventions allow all children to access the curriculum at their own level. Some children receive personalised learning.
7	What are the targets and outcomes for children with special education needs (high level data only)	Individual Target plans (ITPs) include targets that are personalised and outcomes are reviewed termly with parents and class teachers. Intervention groups focus on specific needs of groups of children. Children with EHCP's have more specific long and short-term outcomes on their plans – these help to determine their ITP targets. Children with SSPP's have annual targets.
8	How is their progress monitored?	ITP reviews take place with parents three times annually (each term). All pupil progress meetings consider appropriate interventions that are required and these are evaluated using monitoring and assessment evidence. The SENCO along with class teachers, consider the next steps, and provision is adapted termly or half termly and to suit the changing needs of the children (targets may change more frequently for individuals).
9	Are all the relevant plans in place? (provision maps, individual education plans, pastoral plans)	4 children have an EHCP and these are thoroughly reviewed in detail annually with parents and with the support of outside agencies. 5 children have SSPP's that are reviewed annually with parents and the support of outside agencies – where applicable, funding is requested to support needs and enable appropriate provision. All children with SEN have ITPs which are reviewed x3 annually.

10	How are school resources deployed?	Each class has a TA to support the needs of the children including carrying out interventions working towards individual target. 2 supply TAs provide personalised support for children with SSPP/EHCP needs in our Rainbow Room. A HLTA is responsible for Phonics delivery across the school and carries out a range of group and 1:1 interventions across school.
	How many TAs Any external support Equipment and any adaptations	There are 10 TAs in total (5 from supply agencies). Quality first teaching adaptations and access strategies. Laptops, iPads, fine motor resources, visual timetables throughout school, task management boards (Now and Next), specialised reading scheme/RWI Phonics, some sensory resources (e.g. fidget tools).
11	When was the SEND policy last reviewed and when will it be reviewed next? <ul style="list-style-type: none">Who is involved in reviewing the policy?Does the policy reflect and meet the needs of pupils?What does it say about supporting pupils in their transfer to and from other schools?	The policy is available on the website along with all relevant SEND information – it contains frequently asked questions and answers for parents. The policy was revised by the SENCO in Spring 2023. The policy reflects the needs of pupils and how these are met. Planned transition for pupils with SEN takes place in the Summer term. Following secondary school placements for Y6 pupils, transition meetings are arranged to share information with new settings and allow parents to ask any relevant questions about the move. Contact is made with schools that children are transitioning to so that information can be shared. SENCo/Class teacher may visit children in their setting prior to them attending Oratory School.
12	Has the SENCO undertaken the necessary training?	Mrs K Hadley has achieved the National SENCO qualification.
14	Have the relevant staff members received appropriate training?	Staff have received a range of training this year including; EpiPen, Asthma, epilepsy, autism, mental health.
15	Which external agencies and support agencies are the school working with and how well is this working?	Liz Coleman – Pupil and School Support Services (PSSS) Hannah Fitzpatrick/Lydia McTigue – Educational Psychologist (EP) Emma Tyndall – Communication and Autism Team (CAT) Katie Chapman – Speech and Language Therapy service (SALT) All come into school regularly to carry out a range of tasks including: support staff, assess children, make recommendations attend EHCP/SSPP reviews, deliver training.
16	What communication strategies are in place for parents/carers of children with SEND?	Parents are given ITPs (Individual Target Plans) and are invited to attend reviews x 3 annually. EHCP/SSPPs are reviewed annually with parents. Parents can contact school via the school office or make enquiries about SEN by emailing senco@oratory.bham.sch.uk Up-to-date SEND information, workshop opportunities and links are available on the school website.

17	What is going well?	<p>ITP based interventions Phonics interventions (RWI) EHCP personalised provision SSPP personalised provision Personalised learning programmes Rainbow room provides out of class learning environment that can be accessed by SEN children with more complex needs. The school is meeting all the statutory requirements.</p>
18	Support when things are going less well and needs to be improved?	<p>SENCO holds regular discussions to resolve difficulties, provide solutions or highlight pupils requiring additional monitoring or support in the short term with class teachers on an ad hoc basis. The team are continually working towards improving what we do well and extending what opportunities we can provide for supporting pupils with SEND. Pupil progress meetings highlight areas of need and advice/support is given on how to proceed. New teachers are supported by the SENCO when writing appropriate and specific targets for ITPs.</p>
19	What needs doing next?	<p>TA training to support and develop provision further. Increased observations of children in class by SENCO. Increased monitoring of interventions by SENCO. Regular meetings with TAs to discuss provision, what is working and what needs to change. ITP – developing smart targets training for teaching staff. Training to support completion and use of Toolkit trackers. Differentiation/scaffolding training for all staff.</p>