



# St. Nicholas C of E Primary School

East Challow, Wantage, Oxon, OX12 9RY



## Annual SEND and Inclusion Report 2023-24

School:	St Nicholas C of E Primary School
SENCO:	Mrs Anna Merryweather
SEN Governor:	Mrs Lisa Speakman
SEN policy:	<a href="https://www.stnicholasceprimary.org/page/?title=SEND+Information&amp;pid=17">https://www.stnicholasceprimary.org/page/?title=SEND+Information&amp;pid=17</a>

SEND Profile 2023-2024*			
No. on roll (R – Y6)	SEN Register (% of population)	SEN Support (K)	EHCP
102	27 (26%)	24	3
Breakdown by Primary Need (% of pupils on SEN register)			
Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Physical Development
46%	35%	15%	4%
SEN and Disadvantaged			
SEN + PP	SEN + LAC/PLAC	SEN + Forces	
9	0	0	

\* Due to the size of our school, this information has not been broken down by year group to protect the anonymity of our pupils. This data does not include our Nursery cohort.

### School Context

St Nicholas is a mainstream primary school, serving the local village community. We currently have 118 pupils on roll, including a Nursery class. We have a Pupil Admission Number of 15, making us a smaller than average primary school. Once the children reach Year 1, they are taught in mixed age classes of 30 pupils.

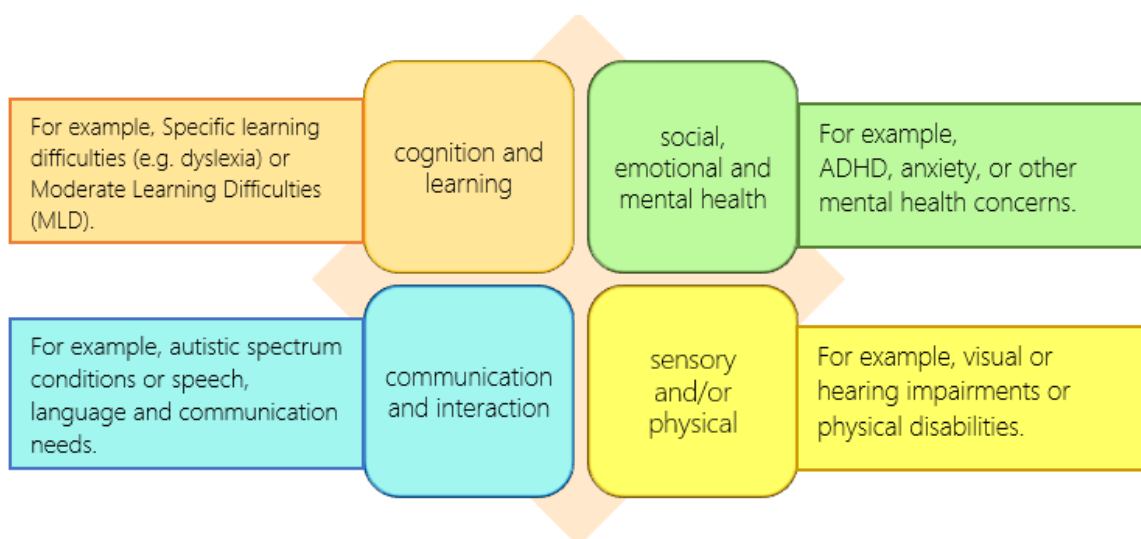
## Our SENCo

Mrs Anna Merryweather is our Special Educational Needs Co-ordinator (SENCo). She is a qualified teacher, holding the National Award for SEN Co-Ordination; and is currently undertaking postgraduate study into Specific Learning Difficulties related to Literacy. Mrs Merryweather works as part of the Senior Leadership Team to oversee provision for pupils with SEN and can be contacted via the school office. Her working days are Tuesday, Wednesday and Thursday.

## What is meant by Special Educational Needs and Inclusion?

Children and young people with SEN all have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. These children and young people may need extra or different help from that given to others. (DfE, 2014).

At St Nic's, we support children with an array of varying needs. These might include:



We are an inclusive school, committed to providing the very best educational offer to all pupils regardless of their gender, ethnicity, socio-economic background, religion, sexual identity or physical and educational needs. Children at our school are celebrated for their individuality and we aim to remove barriers to learning in order for them to reach their full potential.

St Nic's welcomes all children regardless of SEN or disability. We aim to provide a loving environment, with a welcoming atmosphere that creates a sense of belonging within our community.

## Admissions and Access

At St Nic's we welcome all children regardless of their needs. Information about our admissions policy and procedures are linked on the SEN page of our website.

We regularly review accessibility, ensuring that we utilise resources to support with differentiation to enable equitable learning opportunities for all pupils. Our accessibility plan is linked on the SEN page on our website.

Our Equality policy is linked on the SEN page 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:

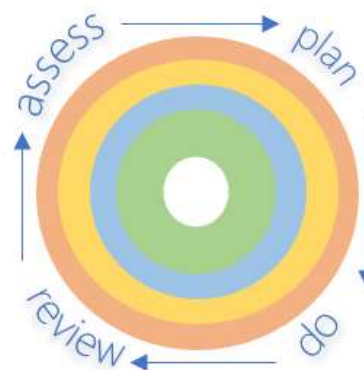
- How we identify if a child or young person has a special educational need.
- How we assess children and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs
- How we review progress and agree outcomes and involve you and your child in this.

Click here to read it: [CompilationFoundationYearsandPrimary.pdf \(oxfordshire.gov.uk\)](https://www.oxfordshire.gov.uk/education/compilation-foundation-years-and-primary.pdf)

At St Nicholas, we follow a clear and cohesive approach to identification of need and implementation of support. We implement the Graduated Approach, following a cycle of 'Assess, Plan, Do, Review'.

When a teacher identifies that a child might have a need that is additional and/or different to that of their peers, this is raised with the SENCo and discussed with parents.

There are four levels of support:



Quality First Teaching (universal / whole class)

We believe in the value and benefit of high-quality teaching by trained professionals and therefore promote inclusion in whole class teaching as the most effective way of securing good outcomes for pupils with SEN. We use the Education Endowment Foundation's 'five-a-day' approach and Rosenshine's principles of instruction as the basis of our teaching. Our aim is for all pupils to have equal access to that high-quality teaching in the classroom.

Information about the 5-a-day approach can be found here: [Five-a-day-poster\\_1.1.pdf \(d2tic4wvo1iusb.cloudfront.net\)](#)

Information about Rosenshine's principles can be found here: [Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT](#)

### Individual Adjustments

We recognise that all children are individuals, and that some may require adjustments in order to access quality first teaching. We work hard at St Nicholas to get to know our children really well in order understand what helps them to learn. Many pupils benefit from small adjustments that help them to access their learning.

### Targeted Support

Sometimes, a child will need some extra support to help them progress towards their outcomes. We are committed to evidence-based approaches and aim to implement targeted interventions that lead to measurable progress. We are currently developing our offer of targeted interventions to ensure we maximise access to quality first teaching.

### Specialist Support

It may be necessary to engage with outside agencies when we require further specialist support to meet a child's needs. There are a range of professional services available to us as a school, detailed below.

### Adapting the curriculum

We offer a, broad and balanced curriculum for all children including those with SEND. We adapt this for children with SEND to ensure they are included, using the Graduated Approach as well as thinking carefully about lesson design and curriculum content.

The teachers at St Nicholas CE School differentiate the curriculum by adapting the lessons to make sure all children have challenging work at their level and they all receive quality first teaching. There are teaching assistants in each class to support the teaching of all pupils.

### What expertise can we offer?

Our SENCo holds the National Award for SEN Co-Ordination and is studying towards a Postgraduate Diploma in Dyslexia and Specific Learning Difficulties.

All staff have basic awareness level training in a number of areas of SEN including: communication friendly classrooms, sensory needs, principles of inclusive teaching, communication and interaction needs, dyslexia friendly classrooms and target setting. Teaching assistants are trained to support the particular needs of the children they work with.

We have a trained ELSA, Mrs Birch, who provides targeted emotional support across the school.

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

- Speech and Language Therapists (SALT)
- Communication & Interaction Support Service
- Educational Psychologist
- Child and Adolescent Mental Health Services (CAMHS)
- Safeguarding: Multi Agency Safeguarding Hub (MASH) ; Child & Family Assessment Team, LCSS (Early Help Team)
- Attendance Team
- School Nursing Team
- Health Visitors
- Early Years SEN Advisory Team (EYSENAT)

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

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 work with parents and children/young people?

We place high value on the input of the child and their parents in their learning journey and work hard to foster open and positive communication that enables a positive working relationship for the benefit of the child.

Parents are provided with timely and pertinent information regarding their child's SEN across an academic year, as summarised below:

- Parents are provided with a summary information document at the start of each academic year, which can be read here: [SEN Parent Information 2023-24.pdf](#)
- Three times a year, the child's pupil profile is shared with parents, and the opportunity for input into target review and setting is given. This is in addition to planned parent-teacher meetings and annual reports to parents.

- In addition, parents are encouraged to complete a 'Parent View' sheet (which can be viewed here: [SEN Profile Parent View.pdf](#)) at the start of each academic year, which captures their views and aspirations for their child, and sits alongside the 'Child View' document in the child's SEN file.
- Parents are encouraged to meet with the SENCo at least once a year.
- The SENCo is available to parents as frequently as is appropriate dependent on their child's needs.
- Parents are given the opportunity to complete an anonymous questionnaire regarding SEN provision once a year, using a google form.

The child's view is imperative in understanding what helps them to learn, and what they need to support their wellbeing. We work hard to develop and nurture positive relationships between children and staff in order to cultivate this culture within our school community. Each term, children on the SEN register are given the opportunity to share their views on their school experience, using this template: [All About Me 2024.pdf](#) We also conduct informal pupil interviews as part of our monitoring schedule, ensuring that the voice of pupils with SEN is captured.

### How do we know if SEN provision is effective?

The progress of all children/young people is tracked throughout the school using the Vale Academy Trust Assessment System.

In addition, for children with SEN, we regularly review progress towards agreed outcomes assessing whether the support in place has made a difference, which helps us to plan next steps. We evaluate this progress against age related expectations, as well as the individual starting point of the child.

We are beginning to implement the use of a number of standardised assessments, which are used on a case by case basis to provide further information about a child's needs. These can be useful as part of a wider picture to help us ascertain what might need to happen next for a child. These are particularly useful for children with cognition and learning needs. They are not used for diagnostic purposes, rather to inform teaching and learning. These assessments include:

- GL Dyslexia Profile (this includes word literacy, processing speed, phonological awareness and working memory)
- HAST-2 Spelling
- British Picture Vocabulary Scale
- NARA-2
- Salford Reading

We are currently developing our offer of targeted interventions to further strengthen our Assess, Plan, Do, Review process. Investment in resources and training for delivery of specific interventions for a range of difficulties is in process.

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 and young people with SEN helped to access activities outside of the classroom?

We employ an inclusive approach to all learning opportunities, irrespective of educational need. 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 young people when planning trips so that everyone is clear about what will happen.

Children with needs that impact their communication, interaction and self-regulation benefit from enhanced preparation for activities that differ from the usual school routines. Social stories, visuals and verbal preparation are used to prepare children for change.

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?

The wellbeing of all pupils is paramount. Our behaviour procedure outlines our values and approach to wellbeing, where every child has a voice and every stakeholder is expected to treat others with respect, sensitivity and care, regardless of need or ability.

### Moving up and moving on

At St Nicholas, we prioritise smooth transition for our pupils with SEN. From year group to year group, we plan enhanced transition opportunities for those that need it, to enable continuity of provision and to prioritise wellbeing. This varies from pupil to pupil.

When our children reach Year 6, we ensure thorough handover to secondary settings to ensure a child's complete learning profile is communicated. Where needed, we plan enhanced transition in liaison with their onward placement to ensure this next step in their school journey begins successfully.

### Who do I speak to about my child's SEN needs?

The child's class teacher is always the first port of call in relation to learning and wellbeing needs. If further action is required they may ask advice or invite the SENCo to a meeting to understand the needs of the child and plan their support.

Mrs Merryweather welcomes communication from parents regarding the SEN Offer at St Nicholas and can be contacted via the school office.

For impartial advice you can ask Oxfordshire's Parent Partnership Service, now known as SENDIASS.

If you'd like to know more about opportunities for children with SEN and their families, support groups or information about SEN these are listed in the Family Information Directory

Oxfordshire's Local Offer contains lots of information for parents.