

# St Nicholas CE Primary School

## SEND Information Report

September 2022

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

### About our school

St Nicholas CE Primary School provides for children 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; this includes children with anxiety, or ADHD. <sup>2</sup>
- Sensory and/or Physical needs; this includes children who have visual or hearing needs, or a physical disability that affects their learning.

Our special educational needs co-ordinator (SENCo) is Mrs Anna Merryweather. She is a qualified teacher and is currently studying for the National SENCo Award. She works closely with the head teacher and governors to oversee the provision and monitoring of children's learning and progress throughout the school, as well as supporting the families of those children with special educational needs.

She can be contacted through the office phone on: (01235) 764822 or by email: [officesn@stnicholasce.vale-academy.org](mailto:officesn@stnicholasce.vale-academy.org)

Our governor with responsibility for SEND is Tim Benbow.

Our Chair of Governors is Tim Benbow, who can be contacted through the school office. Our SEND policy, Equality Scheme and Accessibility Plan can be found on the school 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:

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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 the guidance (also available on our website):

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

Our SEND governor takes a keen interest in the welfare of all pupils including those with SEND. We also have access to a range of specialist support services including:

- Educational Psychology Service
- Special Educational Needs Support Services (SENS)
- Child and Adolescent Mental Health Services (CAMHS)
- Oxfordshire School Inclusion Team (OXISIT)
- Therapy services
- Early Intervention Children's Social Care
- Communication and Interaction support

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages: <https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-andlearning/special-educational-needs-and-disability-local-offer/support-services-send>

We always discuss the involvement of specialist SEND services with parents first. With the family's permission, we also work with other services and organisations that are involved with a family

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

The partnership between school and home is always important to us at St Nicholas CE. We will always contact parents if we have a concern that a child or young person may have a special educational need and no child goes on to the school's Special Educational Needs Register without the full consent of the child's parent or guardian.

We work closely with children with SEND and their parents to agree outcomes and plan how we will all work towards these, and then to review progress.

This communication happens in a variety of ways:

- Each child on the SEND Register has a Pupil Profile which puts them at the heart of the assess, plan, do and review process. The Profile includes the voice of the child and the family, as well as any barriers to learning, positive intervention/strategies in place and some outcomes to support learning.
- Profiles are reviewed 3 times a year - during parents evenings and at the end of the summer term.
- Parents are always welcome to speak to class teachers by arranging an appointment through the school office if they have any concerns.
- Appointments can be made to see the SENCo by phoning the school office.

There are also opportunities for parents and children to contribute to our Equality Policy. We do this through parent governors, parent school association, and the Junior Leadership Team (JLT)

## **Adapting the curriculum**

We offer an exciting, creative, broad and balanced curriculum for all children including those with SEND. We adapt this for children with SEND to ensure they are included.

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.

We are committed to encouraging all children to become independent learners and to have a growth mindset with an 'I can' attitude to learning. We use Empowering Learners (Focus Education) as a method of developing independent, resilient and reflective learners.

Specific support given to children with SEND varies and is determined by the needs of the individual. Support may include:

Phonics intervention

Motor skills

Sensory processing/movement breaks

Literacy and numeracy boosters

Speech and language work

Emotional literacy activities

Pastoral check-ins

Individual support for pupils with high level needs and those with and Education Health and Care plan (EHCP)

Detailed assessments to understand the learner's individual needs.

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

Our SENCo is currently studying for a postgraduate certificate in Special Educational Needs and the National Award for Special Educational Needs Coordination. All teachers continually develop their practice and work closely with the SENCo to ensure pupils receive appropriate support.

Teaching Assistants are trained to support the particular needs of the children they work with, and have regular opportunities to develop their role. We also have access to a range of specialist support services.

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages: <https://www.oxfordshire.gov.uk/residents/children-education-andfamilies/education-and-learning/special-educational-needs-and-disability-local-offer>

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

We use a 4 stage approach: Plan, Assess, Do, Review ,

Plan- What are we going to do that is special and different to support the pupil? This is in addition to whole class teaching.

Assess-What does the data show us about areas of specific strength or need? What is the starting point for additional help?

Do- put the extra support in place.

Review-Has the intervention/support helped the pupil to gain skills intended? Has the learning gap narrowed/closed?

The progress of all children is tracked throughout the school using a system of End of Year Expectations (EYEs). In addition, teachers regularly review progress towards agreed outcomes assessing whether the support that's been in place has made a difference and what we need to do next. If there are any concerns, this is discussed with the SENCo, the Head teacher and parents and any additional support is put in place. This is regularly assessed and monitored. The SENCo also liaises with Class Teachers and interventions are put in place to support specific difficulties and consolidate knowledge and understanding. This provision is tracked and monitored by the SENCo and year group leaders.

Information about how the governing body evaluate the success of the education that is provided for pupils with SEND is contained in the Governors' Annual SEND report.

## **How are children and young people with SEN helped to access activities outside of the classroom?**

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.

There is information about activities and events for disabled children and those with SEN Oxfordshire in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities>

## **What do we do to support the wellbeing of children/young people with SEN?**

All children have the opportunity to share their views through the Junior Leadership representatives, with their teacher, when planning their support and writing the pupil profile, in assemblies and during classroom lessons.

We listen to the views of children with SEND by conducting pupil voice opportunities and through pupil meeting and questionnaires.

Bullying is not tolerated, and we help to prevent bullying through our work with Anti Bullying Alliance. We take bullying very seriously. We help to prevent bullying of children with SEND by having a proactive approach, alongside a culture of inclusion.

Anti-bullying and Behaviour for Learning Policy

Pivotal Behaviour approach

Empowering Learners approach

Moral and social lessons including RE and PSHE

Assemblies

Equality Policy which can be viewed on the school's website

Any reports of bullying are taken very seriously and are dealt with by the class teacher and the school leadership team who will talk to all involved, including parents. We will monitor the situation to ensure it is stopped straight away with the use of our Anti-Bullying procedure. If a parent feels that their child is being bullied, they must report it to the class teacher, we will then investigate and report back any actions we have taken.

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

We encourage all new children to visit the school before starting, giving them the opportunity to meet the class teacher and pupils. For children with SEND, we ensure the SENCo and class teacher are aware of needs and review previous school records.

We begin to prepare young people for transition into the next stage of their education by ensuring information and records are passed to the relevant class teacher. The SENCo and Year 6 class teacher ensure that children with SEND are given the opportunity for extra visits to the secondary school to help ensure smooth transition.

## **Who to contact if you are concerned about your child**

Please contact their class teacher in the first instance as they have the best knowledge of your child's needs. Should it be required, the SENCo can be invited to attend the meeting.

If you'd like to feedback, including compliments or complaints about SEND provision please email the school office. We aim to respond to any complaints within 5 days.

If you'd like impartial advice from Oxfordshire's Parent Partnership Service contact <https://>

[www.oxfordshire.gov.uk/sendias](https://www.oxfordshire.gov.uk/sendias)

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/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>