



SEND Information Report, 2020-2021

This report is intended to set out information about our provision for children with Special Educational Needs and Disabilities (SEND). It will be updated annually and made available to parents through our website and as a paper copy, which can be requested through our school office.

1. Our School

Kirtlington CE Primary 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**; this includes children with anxiety, or ADHD
- **Sensory and/or Physical needs** - this includes children who have visual or hearing needs, or a physical disability that affects their learning.

We are a mainstream primary school with 73 children on our roll and 9 (12%) are children with SEND.

Our acting special educational needs co-ordinator (SENCo) is Ms L. Williams and our SNAST is Mrs J. Allott who can be contacted through the school office. Our governor with responsibility for SEN is Ms E. Williamson.

Our separate SEND Policy can be found in the school policies section of our school website.

<https://kirtlington.oxon.sch.uk/information/school-policies/>

Staff at Kirtlington CE Primary are committed to ensuring that our school is a fully inclusive, happy one where children are nurtured and supported to achieve excellence. As such, all children are offered the same opportunities and included in all school activities regardless of their area of additional need.

2. How do we identify and help pupils with Special Educational Needs?

The school uses Oxfordshire County Council's guidance: *Oxfordshire Guidance for Special Educational Needs (SEN) Support September 2020*. This 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.

This guidance is available at the following link:

https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/Schools_SEN_guidance.pdf

3. How do we work with parents and pupils?

We will always contact parents if we have a concern that a pupil may have a special educational need. We will initially have informal discussions to share our concerns and, if a child continues to struggle to make progress after being provided with additional support, will hold further meetings to discuss next steps.

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 in meetings held 4 times a year: at the start of the year, and then typically in December, March and July. These meetings are held at times which best suit parents, to make them as convenient as possible.

There are also opportunities for parents and children to contribute to our policies on SEND and Equality. We do this by asking for feedback on our annual parent questionnaire and by meeting with children in our pupil focus group. Parents may speak to their child's class teacher at any point during the school year.

4. Adapting the curriculum

We offer a broad and balanced curriculum for all children and young people including those with SEND. Details are published on the school website. The learning opportunities all children experience at Kirtlington CE Primary School are differentiated and tailored to suit their needs. The learning could be differentiated by task (by being given a different activity to complete), the level of support a child receives during the lesson (from an adult or his/her peers), or by outcome (the amount or nature of work expected to be completed by the end of the lesson). Using a variety of types of differentiation enables all children to learn and achieve in a way that best suits their learning style.

Specific support for children with SEND varies depending on individual need but can include:

- Use of individual, pair and small group activities to teach specific skills;
- Access to suitable individual or small group intervention programs such as Precision Teaching, Dyslexia Gold or Project CODE X;
- More bespoke intervention and support based around the principles of 'pre-teaching' where a need might be less significant;
- Inclusive strategies to support sensory and emotional needs
- Speech and language therapy
- Nurture/social groups
- Adaptions needed to the physical environment – including through the provision of different types of equipment - to help a child access their learning as fully as possible

5. What expertise can we offer?

We have a Special Needs Advisory Teacher (SNAAT) who is very experienced and has a qualification in SEN. She works with the headteacher, teachers, teaching assistants and outside agencies to organise and oversee provision for children with special educational needs (SEND). We aim to ensure that all our teachers are experienced in making adjustments to meet the needs of individual children. Our teaching assistants (TAs) have a wide range of experience and expertise in the different areas of SEND and the type of assessment and interventions we use.

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

- An Educational Psychologist,
- SENSS, who support children with communication and language (also Autism Outreach), sensory needs and physical needs;
- Child and Adolescent Mental Health Services (CAMHS);
- Oxfordshire School Inclusion Team;
- Therapy services (Speech Therapy, Occupational Therapy and Physiotherapy);

- Early Intervention (EYSENIT);
- Locality and Community support service (LCSS) and Family Solutions
- Children's Social Care.

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages: [Services to support children learning | Oxfordshire County Council](#)

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

6. How do we evaluate the effectiveness of our SEND provision?

We measure children's progress in learning against expectations for the end of each year group, as set out in the 2014 National Curriculum. Class teachers continually assess all children, identifying areas where they are improving and where further support is needed. Areas of specific concern are noted and followed up in discussion with the SENCo/headteacher.

We track progress through assessments across the school year using a variety of methods including against the Early Years Foundation Stage Profile, end of Key Stage statements; through standardised tests; through published materials (such as those from Cornerstones, Rising Stars and White Rose), and through discussion and observation of pupils and their work. All pupils, including those who are not making expected progress, are then discussed during termly pupil progress meetings, in which the headteacher/SENCo will discuss with class teachers the reasons why any individual might be experiencing difficulty and what further support can be given to aid their progress.

Interventions and support are co-ordinated by the SENCo on a whole-school provision map to ensure effective use of time, resources and expertise. This is revisited and updated each term with interventions ceasing where children have met targets, or being replanned where these have not been met. Our SENCo works strategically to evaluate the effectiveness of any intervention programmes used in school, assessing how successful they have been and using that information to decide on how best to run them in the future.

6a. How effective is SEND provision?

Due to school closure in 2019-20 and 2020-21, the most recent attainment data available is from the previous school year, 2018-19. This will be updated with more up-to-date information as this becomes available.

For children/young people with SEND we 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. We evaluate this progress against age related expectations. When we run special 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. This information is shared with the governing body throughout the year and the success of the education that is provided for pupils with SEN is evaluated. Where there are actions to improve, these are included in the SEN school development plan.

7. How are pupils with SEND supported to access activities outside the classroom?

All children and young people are included in activities and trips, following risk assessments where needed, 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 in Oxfordshire in the Family Information Directory: <https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/home.page>

Oxfordshire's accessibility strategy can be read at:

<https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/schoolsaccessibilitystrategy.pdf>

8. How do we support the wellbeing of children with SEND?

It is vital that the emotional wellbeing of children with SEND is closely monitored. The school continues to develop a sensitive, inclusive culture as part of our vision that everyone matters that recognises that children with SEND can be vulnerable to feelings of self-worth, bullying and social exclusion, and need to be supported and encouraged to develop in confidence and independence. The wide sharing of information about your child's needs and responses in school allows all staff to respond in the most supportive way possible.

Staff are aware of the impact of 'Lockdown' on children's well-being and have access to resources to support this.

All children have the opportunity to share their views through their school council representatives, pupil voice activities, collective worship and during classroom lessons.

We listen to the views of children with SEND by conducting pupil voice opportunities.

We take bullying very seriously. We help to prevent bullying of children with SEND by having a whole school positive behaviour strategy which is consistently applied, moral and social lessons including RE and PSHE, anti-bullying activities and collective worship. Any reports of bullying are taken very seriously and are dealt with by the school leadership team.

9. Joining the school and moving on

We encourage all new children to visit the school before starting. If there are any specific SEND needs, meetings can be arranged with the Headteacher /SENCo before joining the school. Children new to Reception are invited into school for an induction session and Reception parents are invited to a welcome meeting before starting.

Transition to secondary is overseen by the Headteacher /SENCo and Year6 class teacher for any pupils with additional needs. Relevant and detailed information is passed on about all children, including those with SEND or those who are anxious about the transition and would benefit from extra visits/transition program. Where an Education Health and Care Plan is in place, the Annual Review process ensures that all parties involved have an input and agree any necessary action, which is then put into being to facilitate a smooth transition.

10. Who should I contact for more information?

Any concerns should be addressed with your child's class teacher in the first instance. If it is decided further action is required, the class teacher will have a discussion with the SENCo, and there will then be a further conversation with parents to feedback findings and discuss the next steps. An appointment can be made with the SENCo by emailing the school office.

SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) offers impartial information, advice and support to parents of children and young people with SEND. Find out more by visiting

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/information-advice-and-support-parents-and-children-about-sen/sendiaass-oxfordshire>

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:

<https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/home.page>

Oxfordshire's Local Offer contains lots of information for parents. It is available at the following link: [Special educational needs and disability: The local offer | Oxfordshire County Council](#)