



Kirtlington

C.E. School

SEND Information Report, 2022-2023

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 77 children on our roll and 9 (11.69%) are children with SEND.

Our special education needs co-ordinator (SENCo) is Mrs Becky Meager, who has been in post since February 2022. Our governor with responsibility for SEN is Mrs Sara Carey.

Our separate SEND Policy can be found in the school policies section of our school website. <https://kirtlington.oxon.sch.uk/wp-content/uploads/2021/10/SEN-Policy.pdf>

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 teacher or contact the office to make an appointment with the SENCo or headteacher at any point during the school year.

New to this year, we will offer SWIFT classes to parents which will run for 4 weeks at a time and help to support parents with strategies that they may like to try at home as well as offer a supportive collaborative group environment where school can take on board suggestions to help improve our overall provision for our children with SEND.

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 and examples can be found on our school Facebook page. 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), through use of a range of resources (which may include items such as a sloping writing desk, a wobble cushion, pencil grips, sand timers etc) 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, Phonics Awareness Training, toe-by-toe, Little Wandle Catch-Up Programme, 1-1 cooking for wellbeing or Spirals.
- 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
- Play Therapy
- Nurture/social groups

- Adaptations 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 made good links with the SENSS C&I team who have provided staff with training on how to run SWIFT classes for parents and who work alongside the SENCo, class teachers and teaching assistants to give guidance on how to make developments in our provision for individual children with SEND. We are also taking part in the WE SEND project, working together with other local schools, to help grow our SEND expertise. 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 different areas of SEND and the types of assessment and interventions we use. Where a new member of staff joins, the SENCo and class teacher will act as a mentor and any necessary training will be arranged.

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: [Oxfordshire County Council Local Offer](#)

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 and 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. We also track any changes in learning behaviours using the QCA behaviour assessments twice a year for all pupils and also after a relevant intervention for individual or small groups of children. All pupils, including those who are not making expected progress, are then discussed during termly pupil progress meetings, in which the headteacher will discuss with the class teachers the reasons why any individual might be experiencing

difficulty and, from a further discussion with the SENCo, decide 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 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 future.

6a. How effective is SEND provision?

No primary test or assessment data has been published for 2020, 2021 or 2022 due to the impact of the pandemic. You can view the 2019 data however this data may no longer reflect a school's current performance: <https://www.find-school-performance-data.service.gov.uk/school/123187/kirtlington-church-of-england-primary-school>

Our school end of year internal data shows that the majority of pupils with SEND make expected or better progress in reading, writing and maths. Progress is monitored and interventions are put in place where progress is below the expected rate for any child.

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. We currently offer 1-1 cooking and play therapy for our most vulnerable pupils, I-rock music lessons which happen once a week, sessions with Hamish the therapy/reading dog who is a regular visitor to our school and all classes get to participate in Forest School sessions throughout the school year. 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 wellbeing 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 RHE, anti-bullying activities and collective worship. Alongside this we have introduced restorative practise to help support children with conflict resolution. Our new school vision 'We love our neighbour, as Jesus loves us' is becoming strongly imbedded throughout the school. 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 head teacher and 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 head teacher and Year 6 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 (EHCP) is in place, the Annual Review process ensures that all parties involved have an input and agrees 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 Education 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/impartial-support>

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**