

SEND Information Report 2024



Issue Date:	May 2024
Reviewed by:	Full Governing Body
Date of the last Review:	May 2023
Next Review Date:	May 2025

Special Educational Needs Information Report **2024**

Statement

The following report sets out information about our provision for children and young people with SEND. The SEND Information Report is based on the requirements set out in schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014 and paragraphs 6.79-6.81 of the SEND Code of Practice.

1. About our school

All staff at Stockham Primary School share a commitment to supporting any child with an additional or special need. Stockham School provides for children and young people with a wide range of special educational needs including those with:

1. **Communication and interaction needs:** this includes children who have speech, language and communication difficulties including autistic spectrum conditions.
2. **Cognition and Learning needs:** this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
3. **Social, Emotional and Mental Health needs:** this includes children who have anxiety disorder, adjustment disorder and obsessive-compulsive disorder.
4. **Sensory and /or Physical needs:** this includes children who have visual or hearing needs, or a physical disability that affects their learning.

The school works closely with a range of professionals to ensure that our children have the best provision possible to meet their needs in all four areas. Our special educational needs and/or disabilities co-ordinator (SENDCo) is Katie Roberts. She can be contacted via the school office at office.2583@stockham.oxon.sch.uk supported by the Head teacher who can be contacted at head.2583@stockham.oxon.sch.uk

Our Governor SEND link is Katy Radburn-Smith (contactable via the school office) Both our SEND policy, Equality Scheme and Accessibility Plan can be found on our website.

2. Identifying children and young people with SEND and assessing their needs

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 education 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.

Please click here to read this guidance:

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

In identifying, assessing and supporting children, at Stockham we adopt a four-part cycle (assess, plan, do, review). This leads to a growing understanding of the pupil's needs, identifying interventions that supports the pupil in making good progress and securing positive outcomes. This is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles.

- The first response of support is high quality teaching, (also known as Quality First Teaching) individualised by the class teacher as outlined in sections 1.24 and 6.37 of the SEND Code of Practice 2015.
- Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENDCo. In deciding whether to make special educational provision, the teacher and SENDCo will consider all of the information gathered from within the school about the pupil's progress. This information gathering will include an early discussion with parents/carers and where appropriate the child.
- If the support needed can be provided by adapting the school's core offer, then a child might not necessarily be considered SEND or placed on the SEND register.
- If, however, the support required is different from or additional to what is ordinarily offered by the school, the child will normally be placed on the SEND register as "SEND Support". The school will then seek to remove barriers to learning and put effective special educational provision in place

For a very small percentage of pupils, whose needs are significant and complex, where the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an education, health, and care needs assessment (EHCNA). This may result in an Education, Health and Care Plan (EHCP) being provided.

When a child with complex SEND needs meets the criteria of disability, the school will comply with its duties under the Equality Act 2010. Reasonable adjustments will always be made to enable access to all areas of the school curriculum for pupils and their parents/carers with a disability (e.g., adapted seating in the classroom). Where there are concerns of safety and access, further consideration is given to planning for an activity and where applicable parents/carers are consulted and involved. If necessary additional staff members are provided to ensure SEND pupils can be included and risk assessments are carried out. We have an Accessibility Plan (see school website) and the school aims to improve access over time. We value and respect diversity in our setting and do our very best to meet the needs of all our learners and their families.

3. How do we work with parents and children/young people?

We will always contact parents if we have a concern that a child or young person may have a special educational need. We operate an open-door policy where parents are strongly encouraged to come into school to speak to the class teacher, SENDCo or Head-teacher if they have concerns about progress or SEND provision for their child. We share feedback about the children's learning on an ongoing basis with parents and

formally at the termly parents' meetings and/or SEND reviews. At these meetings we share next steps in learning and also discuss ways in which parents can support their child's learning at home. Pupils are consulted formally three times a year as part of their SEND review where we update the child's pupil profile and this is shared with parents.

4. The approach to teaching children and young people with SEND

Every teacher is a teacher of every child including those with SEND. We believe that all children have the right to a broad and balanced curriculum. High quality teaching, differentiated for individual pupils, is always the first step in responding to pupils who have SEND. Lessons are well planned including for SEND children. We use the 'Five a Day' approach in which teachers use explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible groupings and the use of technology to raise attainment for our children with additional needs, as well as their classmates.

All staff members are committed to creating an inclusive learning environment in their classrooms believing this to be the key to ensuring children with SEND and/or disabilities are making good progress and eliminating underachievement. We also recognise there are times when some children require a more personalised curriculum and support in a quieter workspace free from distractions. Every child, including those with SEND, is an individual and is treated as such. Support and intervention for children on the SEND register is planned to meet their individual needs. A list of interventions that we offer can be found on our website. We take a holistic view to supporting children with SEND, encouraging participation in the wider school curriculum. We work alongside other external agencies to provide support for those children whose needs require multiagency partnerships.

5. What expertise do we offer?

Our SENDCo has successfully completed the National Award for SEND Coordination qualification. Over the last couple of years, staff throughout the school have received training on:

- Quality First Teaching – 'Five a day' Differentiation.
- Autism and Communication and Interaction classroom strategies
- Literacy Difficulties and Classroom strategies
- Attachment and Pace training
- Precision Teaching
- Colourful Semantics
- Zone of Regulations

We also have staff who have gained specialist training and skills whilst supporting children with severe disabilities and medical issues. Teaching Assistants are trained to support the particular needs of the children they work with. The SEND Governor ensure that they are up to date with current legislation and guidelines.

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

- Educational Psychologist
- SENSS, who support children with communication and language, sensory needs and physical needs.
- Child and Adolescent Mental Health Services (CAMHS)
- Home School Link Worker
- Occupational Therapist
- Special Needs Advisory Teacher (SNAAT)
- Speech and Language Therapy Service (SALT)
- Complex Needs Team

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/oxfordshire-send-local-offer/parents-carers/children-aged-5-15/5-15-find-local-health-services>

We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement with learning. When Looked After Children attend our school, we do our utmost to ensure they fulfil their potential. We work alongside the Virtual School for Looked After Children, attend review meetings with social services and maintain a Personal Education Plan (PEP).

We always discuss and agree involvement of specialist SEND services with parents first.

6. How do we know if SEND provision is effective?

The progress of all children/young people is tracked throughout the school through regular termly assessments.

In addition, for children/young people with SEND we regularly review progress towards agreed outcomes, assessing whether support that has been put in place has had an impact and agreeing next steps. We evaluate this progress against age-related expectations.

The Headteacher and the leadership team regularly monitor and evaluate the quality of provision for all pupils. The SEND governor meets the SENDCo and visits the school regularly. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEND provision on the progress and outcomes for children on the SEND register is measured through

- Analysis of pupil tracking data and assessment results at pupil progress meetings
- How children progress in interventions groups
- Progress against individual targets
- Pupils' work and interviews
- Progress against national data
- Proof of Progress Tasks

- Reading, spelling and Literacy Assessment Pack (LAP) assessments
- Assessments carried out by our Special Needs Advisory Support Teacher
- SDQ and QCA behaviour questionnaires

7. How are children and young people with SEND helped to access activities beyond the classroom?

All children and young people are included in activities and trips following risk assessments. We talk to parents and young people when planning trips so that everyone is clear about what will happen. We always make reasonable adjustments so that all learners can join in with activities regardless of their needs.

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

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

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

The children's wellbeing is at the heart of everything we do. The needs of all children are known by staff who are able to provide an extremely high standard of pastoral support. We regularly monitor attendance and take the necessary actions to help improve both attendance and punctuality. All children have the opportunity to share their views through their school council. Each class has a suggestion box where they can share ideas or concerns.

The school uses the Zones of Regulation programme as a whole school approach to help pupils recognise their emotions and develop strategies to self-regulate. Some children benefit from small group Zones of Regulation interventions. The PSHCE curriculum (Jigsaw) is fundamental to teaching the pupils about their own well-being and safety.

Emphasis is placed on the Social, Moral, Spiritual, Cultural and Physical development of the pupils - more details of this can be found on the website. We use value-based learning, a rolling programme of focused values, which are introduced in assemblies at the start of each term and then further promoted across the school.

We take bullying very seriously and have anti-bullying ambassadors representing each class from Year 1-Year 6. Social skills and communication are taught routinely to enable our pupils to understand how to behave in certain situations.

We have access to a trained Emotional Support Literacy Assistant (ELSA) and Play Therapist who provide emotional and social skills support to children. They work closely with class teachers and the SENDCo and have regular supervision with an Educational Psychologist.

Our school nurse is contacted should we have concerns regarding a child's health and well-being along with other agencies as appropriate e.g., CAMHS.

9. Joining the school and moving on

We welcome visits from prospective parents to the school. Once a place has been agreed, we encourage the pupils and their families to visit. Once at school, parents are invited into school early in the term to meet with their child's teacher.

Our pupil records detail what strategies help a child to learn and this information is passed on at transition. We have very good relationships with our local primary and secondary schools and staff visit to meet pupils and share information. The children also have the opportunity to visit us as a new school, or the new schools to which they are transferring. Where necessary, staff make additional visits to schools with individual children to alleviate anxieties. For children with an Education, Health and Care Plan the Y5 annual review meeting is used to discuss options for the change of setting into secondary provision.

10. Arrangements for handling complaints from parents of children with SEND about the provision made at the school

We urge parents/carers with any concerns regarding the SEND policy or the provision made for their child to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENDCo. If parents/carers feel their child's needs are still not being met, they should make an appointment to see the Head Teacher.

11. Who to contact?

Please contact the school office in the first instance on

Email: office.2583@stockham.oxon.sch.uk

If you require information about the school please go to our website:

<http://www.stockham.oxon.sch.uk/web>

SENDIASS Oxfordshire works within the bounds of the legislation, guidance and quality standards to provide impartial information, advice and support to parents and carers of children with SEND: <https://www.sendiass-oxfordshire.org.uk/>

If you would like to know more about opportunities for children and young people with SEND and their families, please go to the Family Information Directory:

<http://fisd.oxfordshire.gov.uk>

Parents also have access to Oxfordshire Councils Local Offer, which is an online resource that details services, support and guidance available to children and young people with special educational needs and disabilities (SEND) aged 0-25 and their families. Please see the link below: <https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>

Please speak to the school office (office.2583@stockham.oxon.sch.uk) if you require contact details for outside agencies.

Version History

Version	Date	Description of Changes
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1.0	Apr-23	Issuance of the report in new template
1.1	May-24	Minor amends made throughout, but no substantive changes since last review

