



St Nicholas' Primary School Special Educational Needs and Disabilities (SEND) Parent Information report 2019-20

September 2019

About our school

St Nicholas Primary School is a mainstream school which 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 ADHD, anxiety and attachment disorders
- **Sensory and/or Physical needs;** This includes children who have visual or hearing needs, or a physical disability that affects their learning

We are also unique in our provision as we also have a resource base catering for up to 15 children with Communication and interaction needs who are unable to access mainstream learning full time. This is also known as the CIRB.

Our special educational needs co-ordinator (SENCo) is: Danielle Ford

She can be contacted on: 01865 242838 or Danielle.ford@stnicholasprimaryschool.org.uk

Our governors with responsibility for SEND are: Shilpa Bhatt and John Batey. Our governor with responsibility for the CIRB is also John Batey.

Our SEND policy can be found on the school's website.

How do we identify and give extra help to children and young people with SEND?

The school uses Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings' which supports settings to implement the SEND code of practice (2015).

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:

Guidance and procedures to support providers to identify SEND

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 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 a variety of ways and according to the needs of an individual, including termly review meetings (3 across the year), parent consultations in the autumn and spring terms, using home/school communication books as appropriate, scheduled phone calls and classroom platforms such as Class Dojo and Tapestry.

Adapting the curriculum

We offer a broad and balanced curriculum for all children and young people including those with SEND. We plan a creative, values-lead curriculum taking into account the needs of all children in every class. The way we adapt this for children with SEND and disabled children is set out in the School Accessibility Plan.

As part of this accessibility curriculum we also offer:

- Use of Numicon throughout the school to support Maths
- Visual supports used throughout the school including visual timetables and social stories
- A variety of evidence-based intervention programmes to support language, emotional development, social interaction, reading and maths skills

What expertise can we offer?

Our SENCO Danielle Ford holds the National Award for SENCOs qualification. We have a home/school link worker, Steph Best with whom we work closely with. Her role is varied and she is able to work with and support families who are experiencing difficulties, especially when these impact on their child's education. She can be contacted via email

steph.best@stnicholasprimaryschool.org.uk

All staff have basic awareness level training in teaching pupils with SEND. There are also members of staff who have trained at a specialist level for the children that they are working with. There is an on-going programme of continuing professional development throughout the year with particular emphasis on the needs of children with SEND.

Teachers and teaching assistants are trained to support the particular needs of the children they work with. This includes carrying out personalised programmes to support children with difficulties in motor control, speech, language and communication, social interaction and with emotions and behaviour. We also have access to a range of specialist support services who provide expert advice and resources.

Staff have opportunities to attend courses run by the Local Authority and other outside agencies. Teaching staff are kept updated in curriculum developments and changes through INSET and staff meetings.

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

- ❖ Educational Psychologists
- ❖ SENSS, who support children with communication and language, sensory needs and physical needs and oversee the management of the resource base
- ❖ Social, emotional and mental health support team
- ❖ Behaviour Support
- ❖ Child and Adolescent Mental Health Services (CAMHS)
- ❖ Oxfordshire School Inclusion Team (OXSIT)
- ❖ NHS therapy services, including Speech and Language Therapist, Occupational Therapist and physiotherapists
- ❖ Integrated children's services including the Downs and Complex Needs Team, Hearing impairments team, Visual impairment team and Multi-sensory Impairment team.
- ❖ Locality and Community Support Service (LCSS) and the Early Help Team

Information about these services and what they offer can be found on the Oxfordshire County Council SEND web pages: [Support services for children with SEND](#)

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

How do we know if SEND provision is effective?

The progress of all children/young people is tracked throughout the school using a range of Teacher assessments, tests, focused work, observations and discussions. In addition, for children and young people with SEND, they will have an individual pupil profile detailing their needs and outcomes to meet their needs. We will 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.

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, which is available on the school's website.

How are children and young people with SEND 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 SEND 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:

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

What do we do to support the wellbeing of children and young people with SEND?

All children have the opportunity to share their views through their School, Eco Council and Members of Parliament representatives.

As part of the school's SEND review process all SEND children along with their parents/carers are consulted at regular intervals (at least three times a year) and the information gathered at these consultations will feed into our on- going planning for the child/young person.

All children have access to the SENCo, Home School Link Worker and other pastoral support, such as The Wellbeing room, alternative lunchtime provision and young carers. It may also be necessary to make timetable adjustments to a child's working day or environmental adjustments to the classroom in order to provide a more suitable basis for their learning. We work closely with outside agencies when there is a need for specialist therapies and/or equipment to support a child in school. Any adult working in this school will make themselves available to support the wellbeing of pupils.

We take bullying very seriously. We help to prevent bullying of children and young people with SEND by discussing our whole school values, having a focussed annual Anti Bullying week and by celebrating our varied strengths. The school receives the Mental Health Schools Team newsletter and signposts teachers to resources if required.

Joining the school and moving on

We encourage all new children to visit the school before starting. For children and young people with SEND we encourage a meeting with the SENCO to share information from parents. The SENCO will contact previous settings to gain knowledge about each pupil's individual needs.

We begin to prepare young people for transition into the next stage of their education or training by organising visits to their next setting, meeting relevant adults, taking photos of the new environment, completing transition books and liaising closely with their new teachers. We ensure all relevant information about the children is passed on to the future educators in good time.

We will also hold transition and planning meetings with all professionals involved in supporting the child and their families, with relevant secondary school representatives, ahead of starting.

Who to contact

If you are concerned about your child contact the class teacher in the first instance. If you'd like to feedback, including compliments and complaints about SEND provision communicate with the Headteacher or SENCO in the first instance. We aim to respond to enquiries as soon as possible.

If you'd like impartial advice from Oxfordshire's Parent Partnership Service SENDIASS contact:

<https://sendiass-oxfordshire.org.uk/>

If you'd like to know more about opportunities for children and young people with SEND and their families, support groups or information about SEND 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>