

# **SEND Information Report**

## **September 2018**

### **Tackley Church of England Primary School**



#### **Mission Statement**

*Life is an adventure, embrace it  
Life is a challenge, meet it  
Life is an opportunity, capture it*

#### **In the context of Christian belief and practice, we aim to:**

- Provide an inclusive, supportive and caring environment, shaped by Christian values in which children can learn and flourish.

This report sets out information about our provision for children with special educational needs (SEND). This report is updated annually.

#### **About our school**

Tackley CE Primary School is a mainstream school which provides for children with a wide range of special educational needs including those with:

- **Communication and interaction needs;** this includes 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**
- **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 L Murrey  
Mrs Murrey can be contacted through the School Office: 01869 331327 or [office.3144@tackley.oxon.sch.uk](mailto:office.3144@tackley.oxon.sch.uk)  
Our Governor with responsibility for SEND is: Mrs K Vingoe

Our SEND policy can be found here: <http://tackley.oxon.sch.uk/wp-content/uploads/2012/06/SEN-Policy-2014.pdf>

Our Equality and Accessibility Plan can be found here:  
<http://tackley.oxon.sch.uk/V3/wp-content/uploads/2017/11/School-Accessibility-Policy-and-PlanSeptember2017.pdf>

### **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." The guidance sets out:

- How we identify if a child 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:

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

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

We will always contact parents if we have a concern that a child may have a special educational need. We work closely with children with SEND and their parents to agree outcomes and how we will all work towards these, and then to review progress. We do this by:

- Pupil Profile review meetings three times a year
- Using home/school diaries where appropriate
- Keeping in regular contact by making informal contact at the beginning and end of the school day, and being available on the playground between 8:30 – 8:45am

### **Adapting the curriculum**

We offer a broad and balanced curriculum for all children including those with SEND. Details are published in our SEND policy on the school website. The way we adapt this for children with SEND is set out in the School Accessibility Plan. You can read it here: <http://tackley.oxon.sch.uk/V3/wp-content/uploads/2017/11/School-Accessibility-Policy-and-PlanSeptember2017.pdf>

Some of the additional intervention groups we offer to support children with their Literacy skills including phonics, reading and writing are:

- Accelerated Acceleratewrite
- Catch up Read Write Inc programme
- Project X Code
- SNIP programme
- Reciprocal Reading groups
- New Reading and Thinking

Some of the additional intervention groups we offer to support children with their language and vocabulary development are:

- Spirals groups
- Language for Thinking

Some of the additional intervention groups we offer to support children with their Maths and number skills are:

- Numicon intervention group
- 1<sup>st</sup> Class @ Number 2
- Max's Marvellous Maths

Some of the additional intervention groups we offer to support children with gross and fine motor skills are:

- Write from the Start
- Start Write, Stay Right

Some of the additional interventions we offer to support children with social, emotional and mental health needs are:

- Nurture TA targeted one-to-one sessions
- Forest School sessions
- Drawing and Talking intervention

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

Our Headteacher is our SENCo and has been working with children with Special Needs since 2008. Mrs Murrey has specialist training in Literacy Difficulties. Mrs Murrey regularly attends LA Inclusion briefings.

All staff have received awareness training in Autism, including additional session to support staff and students effectively. Some of our Teaching Assistants are trained to provide the Read Write Inc and 1<sup>st</sup> Class @ Number 2. During the academic year 2017 – 2018 TAs received training on the use on the progression of Maths skills, e-safety, behaviour as a communication and Team Teach.

All Teaching Assistants are trained to support the particular needs of the children with whom they work with.

Our SEND Governor attends annual training provided by Excellence in Governance and works within education as a qualified SENCo.

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

- Educational Psychology
- SENSS, who support children with communication and language needs, sensory needs and physical needs
- Child and Adolescent Mental Health Services (CAMHS)
- Locality Community Support Service
- Children's Social Care

Information about these services and what they offer can be found on the Oxfordshire County Council SEND web pages: <http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fisd/organisation.page?id=zqM-8kFrHo4>

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.

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

The progress of all children is tracked throughout the school during assessment weeks three times a year. This progress is then discussed as part of Pupil Progress meetings with teaching staff and the Headteacher. SEND provision is also included in the school's annual monitoring cycle through lesson observations, monitoring quality of Pupil Profiles, observations of Intervention groups and Learning Walks specific to SEND.

In addition children with SEND are assessed at least twice a year by the SENCo or other qualified members of staff using standardised assessments such as Phonological Abilities Test, Neale Analysis of Reading Ability, Phonological Assessment Battery, Single Word Spelling Test or the Sandwell Early Numeracy Test.

We also use the QCA behaviour assessment tool, Strengths and Difficulties questionnaire and Boxall Profile to measure the progress of nurture and behaviour interventions for children with mental health, social and emotional difficulties.

In addition, for children with SEND, we regularly review progress towards agreed outcomes; assessing whether the support that has 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 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.

The governing body receives reports six times a year as part of the Headteacher's report at Full Governing Body meetings. As well as summarising the needs and numbers of children at SEND support level the report evaluates the success of the education that is provided for pupils with SEND.

### **How are children with SEND helped to access activities outside of the classroom?**

All children 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 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:

[http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools\\_Accessibility\\_Strategy.pdf](http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools_Accessibility_Strategy.pdf)

### **What do we do to support the well-being of children with SEND?**

All children have the opportunity to share their views through the School Council representatives or our Nurture teaching assistant.

We annually screen children with SEND using a Strengths and Difficulties questionnaire and plan interventions and monitor well-being through this process.

We listen to the views of children with SEND through the pupil comment section on the Pupil Profile that is filled in with the child or independently before a review meeting.

We take bullying very seriously. We help to prevent bullying of pupils with SEND by providing awareness and training to all school staff on the understanding of our anti-bullying policy, procedures and responsibilities. We regularly review school policies and ensure that all our pupils are protected from discrimination and bullying on the grounds of disability. As part of our whole school PSHE programme we have an anti-bullying week with themed activities and assemblies.

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

We encourage all new children to visit the school before starting. For children with SEND, where possible, we have planned transition meetings with the previous school to ensure that we are well prepared to meet the additional needs of the child starting at school. Where possible, we would plan staged transition visits with key members of staff to see the child in their current setting as well as visiting and spending time in our school.

We begin to prepare young people for transition into Year 7 by holding early Pupil Profile review meetings that a representative from the secondary school is invited to attend. Our Nurture Teaching Assistant, leads a transition programme for children with SEND who are moving to secondary school to ensure that they are appropriately prepared, independent and confident for their transition into Year 7.

**Who to contact**

If you have initial concerns about a child already attending our school, please contact their **class teacher** in the first instance. You can ring school on **01869 331327** to make an appointment.

You can contact our SENCo **Mrs Murrey** either by phoning the school number 01869 331327 or emailing her at [office.3144@tackley.oxon.sch.uk](mailto:office.3144@tackley.oxon.sch.uk)

If you'd like to feedback, including compliments and complaints about SEND provision contact: **Mrs Murrey**. We aim to respond to any complaints within 5 working days.

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

<https://www.oxfordshire.gov.uk/cms/public-site/sendias-oxfordshire-formerly-parent-partnership>

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/cms/public-site/special-educational-needs-and-disability-local-offer>

Our school has contributed to the county's Local Offer through attendance at training workshops and through trialling of new guidance and systems.

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