Kidmore End CE School SEND Information Report Autumn 2021

SEN and Disabilities Report

This report sets out information about our provision for children and young people with special educational needs and disabilities (SEND) and the effectiveness of these arrangements. This is updated annually.

About our school

At Kidmore End CE School, we believe all children have the right to a broad, balanced, relevant and differentiated curriculum. We provide 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 who may have behavioural difficulties relating to emotion conditions such as anxiety or depression.

- **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 school with one form entry per year (seven classes). We have about 158 children on roll and 21 children (3 children with EHCP) who have been identified as having additional needs.

These pages set out information about our provision for children and young people with special educational needs and disabilities (SEND). They are updated annually.

Our special educational needs co-ordinator (SENDCo) is: Mr Andrew Griffin
He can be contacted on: 0118 357 3149 or head@kidmore-end.sch.uk
Our governor with responsibility for SEN is: Mrs Charlotte Blyton
Our SEND policy can be found here on our website.
Our Equality Scheme and Accessibility Plan can be found on our website.
The SENCo works closely with the Headteacher and all staff to monitor the progress of
children's learning and to oversee the provision for children with additional needs.

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 or young person has a special educational need.
- How we assess children and plan for their special educational needs, and adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs
- How we review progress, agree outcomes and involve you and your child in this.

Click here to read it:
Guidance and policies about SEN and disability | Oxfordshire County Council

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

At Kidmore End CE Primary School we believe that working in partnership with parents towards agreed outcomes and goals is the best way to support our children.
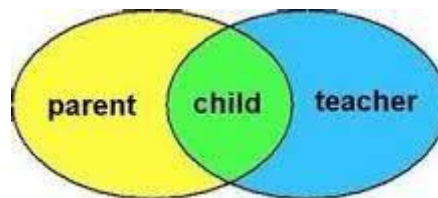
We will always contact parents if we have a concern that a child or young person may have a special educational need. We work closely with children and young people with SEN and their parents to agree outcomes and how we will all work towards these, and then to review progress. We do this by termly meetings, in line with parent evening meetings. There are also opportunities for parents and children to contribute to our policies on SEND and Equality. We do this by holding parent consultations, meeting school council and young people's consultation activities.

Adapting the curriculum

Teachers are responsible for the progress of all children and lessons are differentiated to ensure success and progress for everyone. Teachers encourage and support children to have a 'growth mindset' and to develop skills in independence, resourcefulness and resilience.

Resources such as; writing frames, word banks, specific ICT software and practical maths apparatus help children to increase their confidence and enable them to become independent learners.

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 way we adapt this for children with SEN and disabled children is set out in the School Accessibility Plan. In addition we use intervention programmes to support the development of language and literacy skills and mathematical development across the school. These interventions may take place within the classroom or as part of a withdrawal group as decided by the SENCo and class teacher.

What expertise can we offer?

All staff have basic awareness level training in SEND issues – for example, as a staff we have undertaken Level 1 Autism Awareness Training. Teaching assistants are trained to support the particular needs of the children they work with. Teachers have a wide range of experience and expertise in issues such as dyslexia and autistic spectrum disorders; specialist training is sought where appropriate.

We also have access to a range of specialist support services:
- SENSS, who support children with communication and language, sensory and physical needs
- Child and Adolescent Mental Health Services (CAMHS)
- Oxfordshire School Inclusion Team
- Locality Community Support Service
- Educational Psychology
- Occupational Therapy
- Hearing Impairment Team
- Speech and Language Therapy
- Mulberry Bush School - M-Box Outreach
- School Nurse Service

Information about these services and what they offer can be found on the OCC SEN web pages: https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-sen

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.

We also work with Reading Borough Council Education Service if the child is from the Reading area.

How do we know if SEND provision is effective?
The progress of all children/young people is tracked throughout the school through termly assessments and pupil progress meetings. In addition, for children/young people with SEND we regularly review progress towards agreed outcomes assessing whether the support put 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 education that is provided for pupils with SEND is contained in the governors' annual SEND report.

How are children and young people with SEN 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:
https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/home.page

What do we do to support the wellbeing of children/young people with SEND?
All children have the opportunity to share their views through their school council representatives, buddies and regular pupil voice collection as part of the pupil profile review. We encourage all children to talk to their class teacher if they have a problem.

We listen to the views of children/young people with SEND by conducting focused pupil interviews carried out annually by the SENCo. We listen to the views of children/young people with SEND by asking them about their concerns and putting actions in place to address them. We take bullying very seriously. We help to prevent bullying of children/young people with SEND by monitoring any issues of bullying, work in PSHCE and assemblies.

The staff works closely with children with emotional or behavioural difficulties to enable them to feel safe and supported in school. We support in a range of ways either in small groups or 1 to 1. This could be through a nurture group, gardening, cooking, drawing and talking.   We have a specially trained Emotional Literacy Support Assistant who works with individuals and all staff have undertaken training with Family Links on developing emotional resilience.

Joining the school and moving on
We encourage all new children to visit the school before starting. For children with SEN we would encourage meetings with the class teacher and SENCo as well as supporting extra visits if appropriate. We are able to meet with the pre-school provider if that is appropriate.

We begin to prepare young people for transition into the next stage of their education or training by meeting with the SENCo from the next school. We have also arranged additional transition visits if this is beneficial to the child.

Who to contact for further information
If you are concerned about your child, you should talk in the first instance to the class teacher. If this does not resolve the issue then please talk to the SENDCo and Headteacher, Mr Griffin.

If you'd like to feedback, including compliments and complaints about SEN provision please contact Mr Griffin. We aim to respond to any complaints within 14 days.

If you'd like impartial advice from Oxfordshire's SENDIASS (formerly Parent Partnership) contact
Advice for parents of children with SEN | Oxfordshire County Council

If you'd like to know more about opportunities for children and young people with SEND 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. Click here to see it:
Advice for parents of children with SEN | Oxfordshire County Council

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

Updated December 2021