

Stanford in the Vale SEND Information Report 2018/19

About our school

Stanford in the Vale (CE) School aims to provide for children with a wide range of Special Educational Needs and Disabilities (SEND) 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 have 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 197 pupils (Sept.2018). We have 16% of pupils with SEND (Sept.2018).

Our Special Educational Needs Co-ordinator (SENCo) is: Mrs Laura McEachern
She can be contacted through the office phone on: 01367 710474
Email sen.3240@stanford.oxon.sch.uk

Our governor with responsibility for SEND is: Dr. Jane Braddy who can be contacted through the school office.

Our SEND policy can be found on the school website under policies.
Our Equality Scheme and Accessibility Plan can also be found on the school website.

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

Our 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 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 and children/young people?

We will always contact parents if we have a concern that a child may have a special educational need or disability. We work closely with children with SEND and their families to agree how best to support them within school. We then review and monitor their progress in regular meetings and at parent consultation meetings. In addition to this many parents have frequent contact with their child's class teacher as well as the SENCo.

There are also opportunities for parents and children to contribute to our policies on SEND and Equality through open mornings, focus meetings with parents, parental questionnaires and the School Council. Parents are very welcome to talk to staff about their child at any stage of the school year.

Adapting the curriculum

We offer an exciting and creative curriculum for all children including those with SEND. We adapt this for children with SEN and disabled children to ensure they are included.

The teachers at Stanford in the Vale (CE) School differentiate the curriculum by adapting the lessons to ensure that all children have challenging work to match their level of working, and that all children receive quality teaching.

There are Teaching Assistants in each class to support the teaching of all pupils. Specific support for pupils with SEND varies for each individual child but could include:

- Small group work targeting specific difficulties and teaching key skills.
- Individual support for pupils with complex needs.
- Accessing outreach support eg Communication groups at Fitzwaryn.
- Detailed assessments to understand what each pupil needs to learn.
- Intervention programs for example Project X/Code - a reading programme, or Spirals to develop language skills

What expertise can we offer?

Our SENCo has been in the role across the county since 2001 and has knowledge of a wide range of Special Educational Needs and Disabilities. Our SENCo is also responsible for coordinating and delivering the training of all staff, and shares expertise in a range of difficulties.

All Teachers and Teaching Assistants have been trained by a member of the Autism Outreach team, in the needs of children with Autism at level 1 (Autism Education Trust). All teachers continually develop their practice and work closely with the SENCo to ensure pupils receive appropriate support.

Most of the staff are trained in First Aid.

Teaching Assistants are trained to support the particular needs of the children they work with, and have regular opportunities to develop their role.

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Our SEND governor takes a keen interest in the welfare of all pupils including those with SEND.

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

- Educational Psychology
- SENSS, who support children with communication and language, sensory needs and physical needs
- Special Needs Advisory Teacher
- Occupational Therapy and Physiotherapy
- Physical Disabilities Team
- Child and Adolescent Mental Health Services (CAMHS)
- Oxfordshire School Inclusion Team
- Hearing Impairment Service
- Speech and language therapy, Language and Communication support
- Locality Community Support Service (LCSS).

Information about these services and what they offer can be found on the Oxfordshire County Council SEND web pages entitled 'local offer'.

<https://www2.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>

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

We also work collaboratively with other services and organisations that may be involved with a family, with parental permission.

How do we know if SEND provision is effective?

Your child's progress is tracked each term by the class teacher against age related expectations. (How your child is doing compared to other children of the same age). If there are any concerns, these are discussed with the SENCo, Head teacher and parents and any additional support is put into place. This is regularly assessed, monitored and evaluated to check it is helping the pupil to make progress.

Where possible we support all pupils in class, occasionally groups of pupils need special intervention programmes to address similar needs or gaps in their learning. 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 evaluates the success of the education that is provided for pupils with SEND, is outlined in the governors' annual School Profile. This can be found on our 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 SEN 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/schoolsnews/2016/Revised%20Schools%20Accessibility%20Strategy%20FINAL%20May%202017.pdf>

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, with their teacher, during class discussions and assemblies

We listen to the views of children/young people with SEND through questionnaires, and SEND meetings.

We are able to offer emotional support for children who may be having a difficult time and need someone to talk to at some point during their time in school. Our Home School Community Link Worker (HSCLW) and Emotional Literacy Support Assistant (ELSA) support several pupils with a range of needs which may have an impact on the child's ability to learn.

We take bullying very seriously. We help to prevent bullying of children/young people with SEND by having:

- Anti-bullying and Promoting Positive Behaviour policies which can be viewed on the website.
- Focus weeks – anti-bullying; friendship
- Lessons about morals and values eg RE and PSHE
- Assemblies
- Equality policy which can be viewed on the website

If a child reports any bullying, the Class Teacher and member of the Senior Leadership Team will take it seriously, and talk with all the people involved. We will monitor the situation to ensure it is stopped straight away. If a parent feels their child is being bullied they must report it to the class teacher straight away, we will then investigate and work closely with all involved, including parents, to resolve the situation.

Joining the school and moving on

All new pupils are invited for transition visits and induction sessions with the opportunity to talk to the Class Teacher and meet other pupils. If there are specific SEND needs these can be shared with the teacher and SENCo and any additional support can be discussed. We make sure we have all school records and have spoken to the previous school if appropriate.

At the end of the school year, all information is shared with the next Class Teacher, files and information are passed on.

For pupils entering the Foundation Stage and leaving Year 6, the transition is carefully managed and overseen by the SENCo early in the school year. All relevant information is shared with the previous setting or following school and extra visits are arranged to help with a smooth transition.

Who to contact

If you are concerned about your child please contact their teacher. They know your child better than any other member of staff. You can talk to them at the end of the day, email or phone the office to ask to be contacted. If further action is required they may ask advice or invite the SENCo to a meeting to understand the needs of the child and plan their support.

If you'd like to give us any feedback about SEND provision you can email the school office for the attention of the SENCo, or ask for an appointment. We aim to respond to any complaints within 5 days.

For impartial advice you can ask Oxfordshire's Parent Partnership Service which is known as SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service).

<https://www2.oxfordshire.gov.uk/cms/content/contact-sendiass-formerly-parent-partnership>

If you'd like to know more about opportunities for children with SEND and their families, and to find out about Oxfordshire's 'local offer,' please go to the useful links page on our website and look under the heading SEND.