



CE Stanford in the Vale Primary School

SEND Information Report 2023-24

This report sets out information about the ways in which Stanford in the Vale CE Primary School meets the provision for children and young people with Special Educational Needs and Disabilities (SEND).

About our School

Our Vision

At Stanford in the Vale CE Primary School, we aim for everybody to flourish in a loving community by 'working together to achieve together', with all achieving their individual potential to be the best they can be through the values of love, hope and community.

Our vision is linked to the story of Nehemiah and the Building of the Wall (Nehemiah 3:1-32), and was picked because it clearly shows the significance of our key values: **Love, Hope and Community**.

Our vision for children with SEND is for every child to reach their full potential through an inclusive, nurturing and creative environment built on trust and respect for one another.

Stanford in the Vale CE Primary School provides support for children across the four areas of need as laid out in the SEND Code of Practice 2014.

These are:

- **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, or difficulties relating to emotions and wellbeing.
- **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 198 pupils on roll (Sept 202).

17.7% of our pupils have SEND (Sept 2023).

About our SEND Team

Our Inclusion Manager is: Miss Laura Jamison.

She can be contacted through the office phone on: 01367 710474

Email sen.3240@stanford.oxon.sch.uk

Mrs Amanda Willis is our Designated Teacher for Looked After Children and Senior Mental Health Lead for the school.

Ms Suzanne Clarke is our Home School Community Link Worker who supports families and children across the school.

Ms Jess Clark is our ELSA who works with children across the school to support their Emotional Literacy.

Our link Governor for SEND is Mrs Jane Lawson-Smith, who meets with the Inclusion Manager at least twice a year to discuss, review and monitor the SEND provision.

She may be contacted through the school office office.3240@stanford.oxon.sch.uk

The SEND team work closely with the Head teacher and all staff to monitor the progress of children's learning and to oversee the provision for children with additional needs.

Our SEND policy can be found on the school website under policies.

Our Equality Policy and Access Plan can also be found on the school website.

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

Progress is tracked and monitored for all children throughout the school year. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the child's previous rate of progress.
- Does not close the attainment gap between the child and their peers.
- Widens the attainment gap – ie attainment is regressing

This may include progress in areas other than attainment, for example, social needs.

Stanford in the Vale CE Primary School uses Oxfordshire County Council's guidance on 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Using this guidance, the school will follow a graduated response that assesses and reviews provision in place over two terms. If after these two terms the child is requiring provision that is different from or additional to support offered on a whole school level; the class teacher and Inclusion Manager will consider if the child should be placed upon the SEND register in discussion with parents. This approach enables staff to ensure all quality first class teaching and inclusive classroom strategies have first been tried before deciding if a child has additional needs.

The Oxfordshire County Council's guidance sets out:

- How to identify if a child or young person has a special educational need (Assess).
- How to assess children and plan for their special educational needs, and how we adapt our teaching (Plan).
- Ways in which we can adapt our school environment to meet each child's needs (Do).
- How we review progress and agree outcomes and involve parents and children (Review).



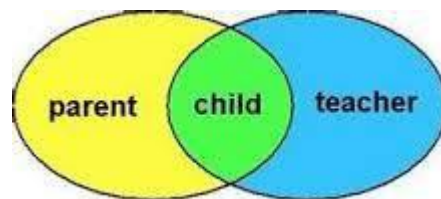
The guidance for Schools and Early Years settings can be found through the link below:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/guidance-and-policies>

Where, despite the school providing SEND support, a child has not made expected progress, school and parents may consider requesting an Education, Health and Care Needs Assessment (EHCNA) by the local authority. The Local Authority will expect to see evidence of external agency involvement and the impact of the implementing the recommendations over a period of time while on SEND Support.

Working in partnership with parents.

At Stanford in the Vale CE Primary School we believe that working in partnership with parents towards agreed outcomes and goals is the best way to support our children.



How do we work with and communicate to parents and children?

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, many parents have frequent contact with their child's class teacher as well as the Inclusion Manager.

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.

We communicate with parents by:

- Completing a SEND Pupil Profile*
- Scheduled telephone calls.
- Parents evening - twice a year.
- Pupil Profile Meetings – three times a year.
- Additional meetings if needed.
- Home school communication where appropriate.
- Holding 'Team Around the Family' meetings where appropriate
- Being available so that parents/carers can speak to the class teacher if required.

* The SEND Pupil Profile includes input from the parents, child and class teacher. It highlights the child's strengths; areas of need; strategies, interventions, adaptations and support and planned outcomes for each term and by the end of the year. The Pupil Profile is reviewed three times a year with the child and their parents, at the end of the Autumn, Spring and Summer terms.

Appointments can be made to speak to the Inclusion Manager or class teacher by phoning the school office.

Adapting the curriculum

We offer a broad and balanced, progressive curriculum for all children including those with SEND. This may be adapted for children with SEN and disabilities and is set out in the School Access Plan. This can be found on our school website.

Teachers are responsible for the progress of all children and lessons are scaffolded to facilitate success and progress for everyone. Teachers and Teaching Assistants encourage and support children to develop skills in independence, resourcefulness and resilience. Resources such as; writing frames, word banks, visual timetables, task boards and Numicon help children to increase their confidence and enable them to become independent learners.

As well as supporting learning, every classroom has resources to support emotional wellbeing. These include the use of worry worms to help the children communicate how they are feeling. Each class has a 'Regulation station' with calming activities to support the children to manage their state of mind and return to focused learning.

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.
- Requesting support from External Agencies re planning the curriculum.
- Detailed assessments to understand what each pupil needs to learn.
- Intervention programs – see below

Interventions

In addition to the progressive curriculum, the school offers many different types of interventions. They are matched to meet the needs of the children and the year groups the children are in. Some of the different interventions we use are:

- Early morning interventions (focused on the needs of individual children)
- Support with Reading and Literacy eg CODE, Totem or Talisman
- Support with Maths eg Power of One/Two
- Well Being Sessions (HSCLW, ELSA, Social groups)
- Support with (social) communication and interaction – individually and in groups
- Emotional and behavioural support eg Zones of Emotional Regulation
- Forest School
- Speech and Language Support – 1:1 in class

What expertise can we offer?

Our Inclusion Manager has been in the role across the county since 2001 and has knowledge of a wide range of Special Educational Needs and Disabilities.

Our Inclusion Manager is also responsible for coordinating and delivering the training of all staff, and shares expertise in a range of difficulties.

Staff 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 Inclusion Manager to ensure pupils receive appropriate support.

The majority of staff are trained in First Aid.

Teaching Assistants are trained to support a range of support needs and are given opportunities to develop their role.

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

Last year Stanford in the Vale CE Primary school was one of 30 Oxfordshire schools taking part in the Whole Education SEND project. The school had a coaching role to help develop self-improving SEND systems through structured collaboration and peer review.

Key staff are trained to support Early Help Assessments and Team Around the Family meetings. Staff training is undertaken in various aspects of SEND according to the needs to ensure that the provision made and support given to pupils is appropriate and effective. Training needs are reviewed as part of staff CPD and may take the form of attendance at an external course on particular conditions. Recent training includes:

- Universal Communication and Interaction Support
- Early Years Transition Training – Language Development, Emotional Regulation and visual support, building vocab through play
- Sensory Support Needs
- Social Stories
- SEND Systems and Processes
- Trauma Informed Schools training

We have staff who have received training in team teach, to support children and staff with de-escalation strategies.

Specialist and External Support

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://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/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?

The progress of all children 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 Inclusion Manager, 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.

In addition, for children with SEND we regularly review progress towards the agreed outcomes on their Pupil Profiles. Following the graduated approach and the four-part cycle of **assess, plan, do, review** we will assess whether support in place has made a difference and to agree next steps. We evaluate this progress against age related expectations.

A costed provision map outlines the support being offered to all children with SEND to enable the child to meet their agreed outcomes. This support is reviewed and evaluated three times a year alongside the reviews of outcomes on their Pupil Profiles.

The Provision Map also helps the school to review how successful intervention groups have been and use this information to decide on how best to run them in the future.

How are children and young people 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 and young people when planning trips so that everyone is clear about what will happen.

There is information about activities and events for children with disabilities and those with SEN in Oxfordshire in the Family Information Directory:

<https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/home.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/young people with SEND?

All children have the opportunity to share their views through their School Council representatives, as well as their teacher during class discussions and assemblies.

We encourage all children to speak with an adult if they have a problem.

We listen to the views of children with SEND through questionnaires and Pupil Profile review 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 immediately. 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 in accordance with the school's policy for bullying.

Joining the school and moving on

All new children 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 Inclusion Manager 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 and files and information are passed on through transition meetings and arrangements.

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

Who to contact

If you are concerned about your child please contact their teacher. 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 Inclusion Manager to a meeting to understand the needs of the child and plan their support.

If you would like to give us any feedback about SEND provision, you can email the school office for the attention of the Inclusion Manager, 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://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/information-advice-and-support-parents-and-children-about-sen/sendias-oxfordshire>

If you would 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.