



Cropredy Church of England Primary School

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Headteacher: Phil Goldsworthy

Chair of Governors: Chris Kaye

SEN Information Report 2021-22

As a Church of England School, our vision and Christian values are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils to be happy, confident individuals.

Our school aims for excellence in:

- Developing in every child a passion for learning and to be a successful independent learner
- Encouraging every child to reach their full academic potential
- Celebrating and valuing every child's individual talents and achievements
- Developing in every child a moral, spiritual, social and cultural appreciation and understanding of the modern world.
- Developing in every child confidence, self-esteem and a desire to achieve.

The Oxfordshire County Council Local Offer for Children with SEN and disabilities contains lots of information for parents and can be found at:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disabilitylocal-offer>

If you would 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>

Information and Guidance/Points of Contact

Who should I contact to discuss the concerns or needs of my child?

The staff at Cropredy are committed to working in partnership with parents and will listen to any concerns parents may wish to raise. Please contact the school to arrange a meeting office.3000@cropredy.oxon.sch.uk. Alternatively, please email send@cropredy.oxon.sch.uk

Your child's class teacher should be the first point of contact. They monitor the progress of each child and liaise with key staff about interventions needed.

SENDCo – Rhys Owens

Head teacher – Phil Goldsworthy

SEN Governor – Chris Kaye

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 Lord is my Shepherd.' Psalm 23

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 to best support them.
- 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.

The document we use can be found using this link:

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

Assessment, Planning and Review/Partnerships for Progress

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| <ul style="list-style-type: none">• How does the school know how well my child is doing?• How will I be kept informed about how well my child is doing?• How regularly will I be updated on my child's progress?• Will I know if my child is not making progress and what will happen? |
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- Targets are set in reading, writing and maths for each pupil, which are monitored on a termly basis.
- Class teachers attend a pupil progress meeting each term to discuss the progress of each pupil. The rates of progress are monitored and those pupils not making the expected rate of progress are identified. Strategies are identified to be put in place, in order for the identified pupils to reach their expected outcomes.
- On-going teacher assessment strategies are used to determine progress and attainment.
- Regular SEN review meetings are held with the class teacher and SENDCo to track progress towards outcomes and evaluate interventions.
- Diagnostic marking is used in literacy and maths and provides feedback to pupils.
- Parents are invited to parents' evenings to discuss progress; attainment levels and expected outcomes, with the class teacher and if requested, the SENDCo
- Children with statements of EHC Plans have an annual review, where progress is discussed, and outcomes set. Written reports are provided and sent out in advance. Children are routinely used to contribute to the reviews of EHC Plans.
- The targets of the children with statements or EHC Plans are reviewed termly.
- An annual report to parents/carers is written by the class teacher which details the achievements, strengths and areas for development across different curriculum areas.
- Additional support may be provided after discussions with key staff, parents/carers, pupil and, where relevant, external agencies.
- The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of the children are met, and resources are deployed as effectively as possible.
- The school will seek external support/advice for children continuing to experience significant difficulty – this may involve an application for an Education Health and Care Plan assessment.
- School staff will discuss progress with parents/carers as needed.
- Governors are provided with attainment and progress information. They act as 'critical friends' and challenge staff to use their best endeavours to raise standards further.

Curriculum and Teaching Methods (including groupings/interventions)

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| <ul style="list-style-type: none">• What is the curriculum and how is it taught?• How will the curriculum be adapted to meet the needs of my child?• How flexible can teachers be in meeting the needs of my child? |
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'The Lord is my Shepherd.' Psalm 23

- Is there any additional support available to help my child reach his/her expected outcomes?

- The National Curriculum is an entitlement for all children.
- Class teachers are responsible for the learning of all children in their class and they ensure all children receive Quality First Teaching.
- Teachers are skilled at adapting and differentiating the curriculum to take account of individual pupil needs.
- Teachers are able to take into account different learning styles and use them to ensure they meet the needs of all the children in their class.
- First-hand experiences through visits are explored when topics are planned.
- Grouping arrangements are organised carefully to maximise learning opportunities for all.
- Additional adults may be used to support groups, but independence is encouraged.
- Children may be identified as benefitting from intervention programmes. Progress within these programmes is carefully monitored.
- A range of intervention programmes in the areas of literacy, numeracy, language, social, emotional, and motor skills are available to support individuals and groups and there are staff trained to deliver them. The use of intervention programmes complements the Quality First Teaching that all children receive.
- The effectiveness of the intervention programmes is monitored by assessing their impact. Intervention programmes are continually under review.
- Advice from educational agencies such as Special Education Needs Support Service, Educational Psychology, Speech, Language and Communication Service, Oxfordshire Schools Inclusion Team and health agencies such as Speech and Language Therapy, Occupational Therapy and CAMHS may be sought.

Access to Learning and the Curriculum

- Are there any special features or strategies to help children learn?
- How do I know my child's particular need will be met?

- Children are involved in their own learning and are able to feed into topics learnt.
- Children are aware of their targets and next steps. They receive feedback on progress towards targets through discussions with teachers and 'in the moment' marking. Self-evaluation is also encouraged.
- Daily phonics lesson, using Little Wandle - Letters and Sounds programme.
- (PhonicsPlay) across Early Years Foundation Stage and Key Stage 1 and the Babcock Spelling Programme in Key Stage 2.
- Lessons are differentiated to meet the needs of all learners.
- Learning walls in classrooms support the learning of literacy and maths.
- Some classes/identified pupils may be allocated support staff and have access to guided group work.
- External agencies can provide advice and may offer individual or group tuition depending on a pupil's individual need.
- The school's physical environment is accessible to all learners, including those with disabilities.
- Reasonable adjustments are made to help pupils to learn. For example, some pupils may use special equipment such as Chromebooks, pencils grips, sound amplification systems and sloped writing desks.
- Children may be identified as benefitting from social skills groups.

How do we know if SEND provision is effective?

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The progress of all children is tracked throughout the school on an ongoing basis and also during assessment weeks, held each term. This progress is then discussed as part of Pupil Progress meetings with teaching staff and the Head teacher.

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 SENDCo or other qualified members of staff using standardised assessments, as appropriate.

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 and their peers.

Key Stage Tests and Assessments: Access Arrangements

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| <ul style="list-style-type: none">• What arrangements are available for pupils to access tests and assessments?• How will I know if my child qualifies for additional support or time to access tests? |
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- Year 6 pupils may be assessed to determine whether individuals may qualify for additional time.
- Some pupils for statutory tests (Year 2 and 6) access them in a smaller environment and support for reading or writing for pupils may be requested, as appropriate to comply with test guidelines.
- School adheres to current access arrangements for Key Stage 1 and 2 statutory tests.
- Class teachers will inform parents/carers whether their child qualifies for additional support or time to access tests.
- SEN interventions are run throughout the school year.

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

All children have the opportunity to share their views through class assemblies, PSHCE and circle times, the School Council representatives or through discussion with their class teacher.

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 antibullying 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 PSCH programme we have an anti-bullying week with themed activities and assemblies.

We have adopted a whole school approach to supporting emotional well-being through our daily emotional check in. This gives pupils the opportunity to consider their feelings and for teachers to gather an understanding of how children are feeling. This is monitored and children expressing emotional difficulties will then be provided with additional support.

Accessibility to Premises and Facilities

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| <ul style="list-style-type: none">• What facilities are in the school to assist children with disabilities move around the building and take part in lessons?• How do I know my child will be able to access all lessons? |
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- The building and playground are accessible to wheelchair users.
- Disabled toilet provision is in place.
- Reasonable adjustments are made by staff to ensure children with disabilities can access all lessons.
- Trips will be planned taking into account the needs of children with disabilities.
- Transition preparation is key, for children joining the school or for movement to secondary schools.

Working with others

- Who does the school work with?
- How does the school work with other agencies?
- How will I be informed?

Cropredy Church of England Primary School works with a number of services including:

- Educational Psychology Service
- LA Speech and Language Service
- LA Communication and Language Service
- School Nurse Team
- Special Educational Needs (SEN) Team
- SENDIAS: <https://www.oxfordshire.gov.uk/cms/public-site/sendias-oxfordshire-formerlyparent-partnership>
- Occupational Therapy
- Child and Adolescent Mental Health Service (CAMHS)
- Children's Services
- English as an Additional Language Service
- Voluntary services
- The SENDCO liaises with class teachers and parents to prioritise referrals to these services.
- Referrals to services may also come about following pupil review meetings.
- Parent's views are actively sought. Parents will be invited to meet with the service to discuss their child .
- Reports and recommendations are shared with parents and expected outcomes and strategies to meet those outcomes are planned.

Transition

- How will the school help my child settle with confidence and manage change as they move between schools and year groups?

Early Years Transition

- Head of EYFS meets each pre-school/nursery for pupils with SEN and/or class teacher attend transition meetings for pupils with SEN.
- Home visits are completed for every child joining in EYFS at Cropredy CE Primary School.
- Parents are invited to a pre-admission meeting.

Moving on at Year 6

- Key staff from the secondary school visit Cropredy to speak to the Year 6 pupils transferring to their school.

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- All pupils in Year 6 are invited to a familiarisation day/days at their secondary school. Children are prepared for the visit and given information in advance as necessary.
- Additional visits to the secondary school may be arranged for individuals or groups as needed.
- Transition arrangements are planned at Year 6 Statement/Education, Health and Care Plan reviews. Secondary schools are invited to attend.
- SENCo attends Year 6 to Year 7 SEN transfer meeting.
- A planned programme of transition, which may include mentoring to help prepare children, social stories/transition books.
- Class teacher/ SENCo meets with key staff from new school.
- One-page profiles for identified pupils are written for pupils to share with secondary schools.
- Information transferred in advance of move.

Moving Schools

If your child is moving to another school, we will:

- Contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- Make sure that all records about your child are passed on as soon as possible.

If your child joins us from another school, we will:

- Contact the school SENCo to find out any special arrangements or support that needs to be made for your child.
- Meet with parents to discuss any concerns and plan any support.

Moving Classes

- A transition meeting will take place between the present and the new teacher in the summer term.
- Transition visits to new classes are planned in the second half of the summer term.
- Social stories and transition books for children who would benefit.
- Meet the teacher meetings take place early in the autumn term which give a chance for parents to find out about arrangements for such things as homework, the curriculum topics and reading expectations.