

## Special Educational Needs and Disability Information Report for Parents 2022-2023

### Our Vision and Our Values

At Cropredy Primary School, we believe all children should be supported to be outstanding learners who reach their full potential. We welcome all pupils, including those who have Special Educational Needs, and strive to ensure they leave our school as confident, articulate young people, academically and socially prepared for secondary school. We are an inclusive school and ensure that all pupils have equal access to the curriculum.

With regards to SEN in this school, OfSTED – (Inspection 2021) noted that “

- Some teachers do not take enough account of pupils’ previous learning or needs. This includes the needs of pupils with SEND. Although leaders have identified pupils’ needs, they have not ensured that curriculum plans are adapted to meet pupils’ needs well enough.

The most recent monitoring visit (December 2022) identified that in relation to children with SEND:

- You have been slower to ensure that the curriculum is effectively adapted for all pupils with special educational needs and/or disabilities. Consequently, some of these pupils are not yet achieving as well as they could.

Provision for children with SEND has been a core focus for school improvement work through 2022-2023 academic year.

The Special Educational Needs Code of Practice (2015) may be viewed here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

Our Special Educational Needs Coordinator (SENCo) is Mrs Sandra Lushey can be contacted via the school office on 01295 750210 or Email: office.3000@cropredy.oxon.sch.uk

Our Governor with responsibility for SEN is Matt Kerton

The SEN Policy outlines our SEN support and is available on our website.

We trust this information report (updated annually), together with our SEN Policy, provides you with details of our inclusive approach at Cropredy Primary School.

### The Kinds of Special Educational Needs (SEN) that we provide for

All of our teachers hold Qualified Teaching Status. The SENCo is a qualified teacher and has the National SENCo Award.

Teachers are supported in planning for learners who may have difficulties 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 as well as ADHD and ADD
- **Social, Emotional and Mental Health needs;** particularly since COVID19 and the effect this has had on the mental health of our children.

**Cropredy Primary School End of Year SEN Report**  
**SENCO S Lushey July 2023**

- **Sensory and/or Physical Needs**; this includes children who have visual or hearing needs, or a physical disability that affects their learning.

We aim to ensure that all staff working with pupils who have SEN possess a working knowledge of their difficulty as well as access to specialist advice and training if necessary to help them support pupils they teach to access the mainstream curriculum.

We make reasonable adjustments to our practices in order to comply with the Equality Act (2010).  
**National Statistics of Children with Special Educational Needs**

The government data published on January 2023 states:  
**Headline facts and figures - 2022/23**

**EHC plans**  
**389,171**  
pupils in schools in England. Up by 9.5% from 2022

**EHC plans (percent)**  
**4.3**  
percent of pupils with an EHC plan. Up from 4.0% in 2022

**SEN support/SEN without an EHC plan**  
**1,183,384**  
pupils in schools in England. Up by 4.7% from 2022

**SEN support/SEN without an EHC plan (percent)**  
**13.0**  
percent of pupils with SEN support. Up from 12.6% in 2022

Over 1.5 million pupils in England have special educational needs (SEN)  
An increase of 87,000 from 2022.

Both the number of pupils with an education, health and care (EHC plan) and the number of pupils with SEN support have increased:

The percentage of pupils with an EHC plan has increased to 4.3%, from 4.0% in 2022.

The percentage of pupils with SEN but no EHC plan (SEN support) has increased to 13.0%, from 12.6% in 2022.

Both continue a trend of increases since 2016.

**Pupils with SEN are currently classified as follows:**

**SEN support**

Extra or different help is given from that provided as part of the school's usual curriculum. The class teacher and special educational needs coordinator (SENCo) may receive advice or support from outside specialists. The pupil does not have an EHCP.

**Education, Health and Care (EHC) Plans**

A pupil has an EHCP when a formal assessment has been made. The EHCP sets out the child's needs and the extra provision they should receive. This is a live document and legally binding on

the Local Authority to ensure the stated provision is given. This obligation is delegated to the school.

### **How do we identify and give extra help to children and young people with SEN?**

Cropredy Primary School uses Oxfordshire County Council's guidance 'Identifying and Supporting Special Educational Needs in Oxfordshire Schools and Settings' (2017). 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://www2.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>

We identify SEN needs in children in the following ways:

- Observations and assessments in class setting.
- Parents and teacher discussion
- Class teacher concerns discussed with SENCo.
- Ongoing observations and assessment, checking against age related expectations.
- Support and advice from outside professionals (with parental consent)

Having identified needs, we match provision to the needs of our children. Our SENCo and class teachers track children's progress on a termly basis. We track the progress of all our learners and as professionals, we regularly discuss any concerns we have, as well as celebrate achievement. We have robust systems in place and use data to support tracking and identifying barriers to learning.

SEN Support will take the form of a four-part cycle (called Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined, and revised with a growing understanding of the pupil's needs and of what supports the child in making good progress and securing good outcomes. This is known as the **Graduated Approach**.

Parents who have concerns about their children are encouraged to speak to their child's class teacher, who will then pass this information onto the SENCo. The SENCo will also meet with parents, via prior appointment. These can be made through the school office.

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

Pupil Profiles are used to plan their provision. This document was designed to be positive, personal, relevant, linked to classroom practice and where appropriate will include a more personalised Individual Provision Tracker. It is very important to us that parents feel involved in this process, feel comfortable to collaborate in reviewing and where possible the planning of their child's provision. We would like the child or young person where appropriate to be involved in the planning and reviewing of their provision.

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 SEN and their parents to agree outcomes and how we will work towards these, and then to review progress. We do this by:

## **Cropredy Primary School End of Year SEN Report SENCO S Lushey July 2023**

- 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

It is hoped that in the coming year consultation groups and the SEN coffee morning will be reinstated and will become a useful time for parents of children with SEN to meet, chat, gain support and receive training if they would like this.

At Cropredy Primary School Primary we have an open-door policy where parents are invited to come in and speak to the SENCo should they have concerns about the overall progress of their child. We believe in developing strong home/school links and are developing a culture that celebrates differences and diversity. We seek increasingly to improve communication with parents.

### **Our Arrangements for consulting young people with SEN and involving them in their education**

At Cropredy Primary School Primary all children are encouraged to reflect on their learning and identify their next steps. Children with SEN are encouraged to participate in discussions about their learning and should feel that their views are valued. Those children who are old enough are encouraged to be part of their review meetings so that they feel heard, and everyone can celebrate their success together. If it is not appropriate for the child to be present, then his or her views are recorded prior to the meeting.

Every child is unique, many children and many young people will have SEN of some kind at some time during their education. Some children and young people will need extra help for some or all of their time in education and training. Children may go onto and come off the SEN register at different points in their school career.

Our SENCo and class teachers, through regular progress reviews, seek to identify children making less than expected progress given their age and individual circumstances, or who are not engaging in their learning. Parents are invited to share any concerns with staff. We aim to identify reasons why a child may be struggling with their learning as early as possible.

With teacher and parental discussion (and pupil discussion if it is appropriate for their age) additional intervention will be provided if it is felt that a child may have special educational needs. These needs may be identified using a range of in-house assessments and observations, or outside professionals may also be involved. This is always in collaboration with parents with parental consent.

### **Arrangements for Assessing and Reviewing Children's Progress towards Outcomes**

Individual SEN Pupil Profiles are shared with parents, detailing the support provided for the term. Children's attainment and progress is shared with parents each term, at the SEN review along with personal targets for their child.

As appropriate, school may seek the support of external agencies including; CAMHS, Educational Psychologists, behaviour support, Speech and Language Therapists, Occupational Therapists and Communication and Interaction Advisory Teachers. This support is only sought after agreement with parents. We have continued to do this over the past year, face to face where possible and online when not.

### **Pupils with Disabilities**

We will strive to support any pupils with disabilities, whether this is a physical disability or an unseen disability, such as a hearing impairment. Reasonable adjustments and provision are tailored to each unique child within our budget. Our site has good accessibility for wheelchair users and is all on one level. Our playground has a range of equipment and space so that all children can enjoy active playtimes, regardless of their abilities.

### **The Approach to Teaching Pupils with SEN**

At Cropredy Primary School, we recognise that the quality of teaching within the classroom at a universal level is the greatest influence over children's progress and we therefore invest in training to ensure our classrooms are an inclusive place to be.

As stated, we adopt a graduated approach to meeting the needs of all pupils through Quality First Teaching and our staff make reasonable adjustments to help include all children, not just those with SEN. For example, all staff are encouraged to use communication friendly strategies, such as communication cards, visual timetables and now and next boards. Our classrooms are sensory friendly environments.

### **How adaptations are made to the curriculum and the learning environment of pupils with SEN**

At Cropredy Primary School, we provide a challenging curriculum to meet the needs of all learners. Reasonable adjustments are made to accommodate all learning methods in order to include all learners. We liaise with external agencies such as speech therapists, occupational therapists and Educational Psychologists who advise and model how to deliver individual support in school. This year we have continued to look for additional resources and Interventions that will support our children who have additional needs.

### **How do we know if SEN 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 Head teacher. SEN 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 SEN.

In addition children with SEN are assessed at least twice a year using standardised assessments such as the PiRA (Progress in Reading Ability) test, PUMA, Neale Analysis of Reading Ability, Single Word Spelling Test or the Sandwell Early Numeracy Test.

For children with SEN, 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. This may be done through the use of Intervention Registers and Provision Trackers which track progress and assess impact.

The SENCo reports to the SEND Governor three times a year. As well as summarising the needs and numbers of children at SEN support level this ongoing conversation evaluates the success of the education that is provided for pupils with SEN.

### **Inclusion of SEN Pupils within School Life**

The SEN policy promotes involvement of all our learners in all aspects of the curriculum. We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can join in with activities

## **Cropredy Primary School End of Year SEN Report SENCO S Lushey July 2023**

regardless of their needs. Different steps are taken to prevent children with SEN being treated less favourably than other children and some examples of these are:

- Global Citizenship - celebrating and recognising differences
- Celebration and recognition of all achievements in class and assemblies
- Effective differentiation in the classroom
- Practical and hands on learning opportunities
- Personal Development opportunities
- Focus on an ethical, diverse and values driven curriculum.

As needed, additional staff may accompany school trips so that learners with SEN can attend. Risk assessments are completed to ensure all reasonable adjustments are provided which will enable individual needs to be catered for on a trip. Registers are taken for all school activities, and we actively monitor the engagement of learners across the school.

It's important to know that the leadership team and staff at Cropredy Primary School CE School are champions of children with SEN, holding high expectations and aspirations for them, with a commitment to each and every one of them meeting their full potential.

### **How are children with SEN 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 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/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 Emotional and Social Development and Wellbeing of Children with SEN?**

All children have the opportunity to share their views through the School Council representatives, our school council is group of students who are elected to represent the views of all pupils and to improve their school. The school council meets regularly to discuss and sort out problems. These may include school lunches, behaviour, or ideas for fundraising events.

We also listen to the views of children with SEN 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 SEN 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. Anti-bullying and E-Safety lessons are taught, as relevant to the children's age and we are developing a new robust PSHCE Curriculum in line with the 2020 Statutory Curriculum, again, to support the emotional and social wellbeing of all our pupils.

### **How equipment and facilities to support children and young people with SEN will be secured**

Every school receives an amount of money to help make special educational provision to meet children's SEN. This is called the 'notional SEN budget'. The amount in this budget is based on a formula which is agreed between schools and the local authority. The formula usually gives more money to schools that have more children on free school meals and more children who are not doing as well as others in English and Maths. This provides a good guide to how many children with SEN a school is likely to have.

The government has recommended that schools should use this notional SEN budget to pay for up to 15 hours' worth of special educational provision to meet a child's SEN. Special educational provision is anything that is provided to meet a child's SEN that is 'additional to or different from' provision made for all children.

This funding is called the notional SEN budget because no-one tells schools exactly how they should spend their money. When funding is delegated to schools, they can spend it in the way they think is best. The governors at Cropredy Primary School and the Head Teacher meet to decide how this money is spent.

### **Involvement from Other Professionals in Supporting SEN Pupils and Their Families**

When a child has specific needs, further to their educational needs, we may ask for the support and advice of outside professionals. Parents are invited to attend meetings with the professionals, where relevant.

We have continued to maintain close and effective links with a range of advisory agencies to support us in addressing children's needs. These included:

- Educational Psychologists for ongoing assessment of children with more complex needs as well as applications for additional funding
- Communication and Interaction Support Service/ Autism Advisory Service
- Speech and Language Therapist
- Hearing impaired advisory teacher
- SENSS advisory team for Communication and Interaction
- SENSS SEN-ICT-AAC Team – they work with children and young people who have difficulty in communicating with others and/or accessing the curriculum without the use of specialist ICT resources and visited in March
- Physical Disability Support (SENSS)
- Child and Adolescent Mental Health Services (CAMHS)

### **Admissions for Pupils with SEN**

We encourage all new children to visit the school before starting. For children with SEN, 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.

Children with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use

## **Cropredy Primary School End of Year SEN Report SENCO S Lushey July 2023**

our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school in the EHC Plan unless it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or the attendance of the child would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will consult with the potential receiving school and consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of the school where the EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

### **Arrangements for Supporting Pupils Moving Between Phases of Education**

Induction is important to us, and we invest time in welcoming our learners in a way that encourages them to feel a part of our setting. Each year we have an induction programme for all children new to reception in September. As part of this process, we include:

- Home/nursery visits for children
- Consultation with parents about children's needs and interests
- Induction meetings held for new children and/or parents.
- Information about children gathered to share with teachers about each unique child.

We have developed links with our feeder nursery school(s) and spend time meeting our new children in these settings before they start school in September.

For children with complex needs, a transition review with parents and agencies involved can be arranged to ensure a smooth transition. A transition plan is then agreed together.

### **When Pupils Transition Between Schools**

If a child enters our school at the start or midway through the academic year from another school, then a transfer meeting will take place over the phone or in person. Files will be transferred between schools to ensure information is shared. A meeting will be arranged with the parents/carers, SENCo and/or class teacher to discuss the needs of the child and the provision required. If needed, the child may have a period of transition to ensure they settle well. The SENCo makes contact with the external agencies involved (if applicable) to ensure support continues in our setting.

We have continued to work closely with secondary schools to ensure efficient and careful transfer of records, information and concerns and to reduce the amount of disruption for children and smooth their transition into Secondary School. Separate transition arrangements and visits are usually arranged for SEN children where required, to ease their transition into secondary school, but these have not been able to take place this year due to lockdown. However, all SEN records have been sent to the relevant secondary school, and there are a number of transition meetings organised to discuss children with particular needs. These have taken place either by Teams meetings or over the phone and by email.



### **Arrangements for Handling Complaints from Parents of Children with SEN**

In the first instance if a parent has a concern, they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage, then the SENCo may become involved and a meeting convened so as to discuss the nature of the complaint and look for a resolution to the issue.

A copy of the school's complaints procedure can be found on our school website. The complaints procedure will outline the formal steps the school will take in handling each complaint.

Our complaints procedure can be found on our website.

Where a resolution between the parent and school cannot be reached then parents will be advised to seek external support through SENDIASS – see below.

### **Contact details of support services for parents of pupils with SEN**

The Local Offer: Every Local Authority must by law publish a local offer which brings together information about education, health and care services for children and young people with SEN from 0 to 25 with SEN.

Further information on Oxfordshire's Local Offer can be found at:

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

A link to the Equality Act 2010 is here:

<http://www.legislation.gov.uk/ukpga/2010/15/data.pdf>

SENDIASS (Special Educational Needs and Disability Information and Advice Support Service) provides free information, confidential and impartial advice and support on matters relating to children and young people with special educational needs and disabilities. The service is offered to parents and carers of children and young people aged between 0 and 25 years old. A link to SENDIASS can be found here:

<https://www.oxfordshire.gov.uk/residents/childreducation-and-families/education-and-learning/specialeducational-needs-and-disability-localoffer/information-advice-and-support-parents-and-children-aboutsen/sendiaass-oxfordshire>

Our SEN policy can be found here:

[https://www.cropredyprimary.co.uk/files/ugd/cf225f\\_d91e7c8e4657476d95a0de6e069e870c.pdf](https://www.cropredyprimary.co.uk/files/ugd/cf225f_d91e7c8e4657476d95a0de6e069e870c.pdf)

Our Equality Objectives can be found here:

[www.cropredyprimary.co.uk](http://www.cropredyprimary.co.uk) – follow link for **Parents** and then **Policies**

### **Next Steps**

Over the last year we have made positive changes to improve our provision of special educational needs and support parents during highly unusual circumstances.

In the new academic year we will aim to:

- To continue to raise the profile of SEND within the school by seeking to identify even earlier children who may have additional needs.
- To increase the voice of both parents and their children with SEN, through SEN coffee mornings and invitations for parents to collaborate more in reviewing their child's provision (and where appropriate to involve the child or young person).
- For the SENCo to re-establish strong links with our local pre-school in order for better early transitions and identification of SEN.

**Cropredy Primary School End of Year SEN Report**  
**SENCO S Lushey July 2023**

- To encourage to inclusion of SEN on the school council agenda – by inviting a young person with SEN to join, or for pupil with an interest in SEN to join and represent SEN.
- Continue to raise awareness amongst all staff about Social, Emotional and Mental Health issues in order to support the growing need we see for this in our school.
- Continue to improve the regularity and quality of high-quality interventions and improving the transference of these skills into the classroom.
- Continue to improve the progress of children with complex needs through support from SENSS advisory teachers.