



Living the Olympic
and Paralympic Values



Northbourne CE Primary School

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SEN Information Report, 2021-2022

This report is intended to set out information about our provision for children with Special Educational Needs and Disabilities (SEND). It will be updated annually and made available to parents through our website and as a paper copy, which can be requested through our school office (contact details above).

1. Our School

Northbourne CE (A) Primary School provides 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;**
- **Sensory and/or Physical needs** - this includes children who have visual or hearing needs, or a physical disability that affects their learning.

Our special educational needs co-ordinator (SENCo) is Mr. Rob Woods, who can be contacted at the school using the contact details above. Our governor with responsibility for SEN is Mrs. Jane Basey.

Our separate SEND Policy and Accessibility Policy and Plan can be found in the SEN section of our school website, www.northbourne-school.org.uk/sen/

Staff at Northbourne are committed to ensuring that our school is a fully inclusive, happy one where children are nurtured and supported to achieve excellence. As such, all children are offered the same opportunities and included in all school activities regardless of their area of additional need.

2. How do we identify and help pupils with Special Educational Needs?

The school uses the *Oxfordshire Guidance for Special Educational Needs (SEN) Support (September 2020)* which 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.

This guidance is available at the following link: https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/Schools_SEN_guidance.pdf

3. How do we work with parents and pupils?

We will always contact parents if we have a concern that a pupil may have a special educational need. We will initially have informal discussions to share our concerns and, if a child continues to struggle to make progress after being provided with additional support, will hold further meetings to discuss next steps.

We work closely with children and young people with SEND and their parents to agree outcomes and how we will all work towards these, and then to review progress. We do this in meetings held 4 times a year: at the start of the year, and then typically in December, March and July. These meetings are held at times which best suit parents, to make them as convenient as possible.

There are also opportunities for parents and children to contribute to our policies on SEND and Equality. We do this by asking for feedback on our annual SEND parent questionnaire and by meeting with children in our pupil focus group.

4. Adapting the curriculum

We offer a broad and balanced curriculum for all children and young people including those with SEND. Details are published on the school website. Some of the ways in which we adapt this for children with SEND is set out in the School Accessibility Plan, available in the SEN section of our school website. This particularly covers information about how we might adapt our provision or curriculum for children with physical disabilities.

The learning opportunities all children experience at Northbourne CE (A) Primary School are differentiated and tailored to suit their needs. The learning could be differentiated by task (by being given a different activity to complete), the level of support a child receives during the lesson (from an adult or his/her peers), or by outcome (the amount or nature of work expected to be completed by the end of the lesson). Using a variety of types of differentiation enables all children to learn and achieve in a way that best suits their learning style.

Specific support for children with SEND varies depending on individual need but can include:

- Use of individual, pair and small group activities to teach specific skills;
- Access to suitable individual or small group intervention programs such as Precision Teaching, Better Reading Partners or Project CODE X;
- More bespoke intervention and support based around the principles of 'keep up, not catch up' where a need might be less significant;
- Models, images and multisensory resources to promote understanding;
- Adaptions needed to the physical environment – including through the provision of different types of equipment - to help a child access their learning as fully as possible

5. What expertise can we offer?

We have a Special Educational Needs Co-ordinator (SENCo) who is very experienced and has a qualification in SEN. He works with teachers, teaching assistants and outside agencies to organise and oversee provision for children with special educational needs (SEND). We aim to ensure that all of our teachers are experienced in making adjustments to meet the needs of individual children. Our teaching assistants (TAs) have a wide range of experience and expertise in the different areas of SEND and the type of assessment and interventions we use.

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

- An Educational Psychologist, employed directly by the Didcot Partnership of Schools;
- SENSS, who support children with communication and language (also Autism Outreach), sensory needs, Downs Syndrome and complex needs and physical needs;
- Child and Adolescent Mental Health Services (CAMHS);
- Oxfordshire School Inclusion Team;
- Therapy services (Speech Therapy, Occupational Therapy and Physiotherapy);
- SEN/ICT for children who require and alternative methods of recording;
- Early Intervention (EYSENIT);
- Children's Social Care.

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages: https://www.oxfordshire.gov.uk/search?search_api_fulltext=send

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.

6. How do we evaluate the effectiveness of our SEND provision?

We measure children's progress in learning against expectations for the end of each year group, as set out in the 2014 National Curriculum. Class teachers continually assess all children, identifying areas where they are improving and where further support is needed. Areas of specific concern are noted and followed up in discussion with the SENCo, phase leader or headteacher.

We track progress through assessments a number of times a year using a variety of methods including against the Early Years Foundation Stage Profile and other end of Key Stage statements; through standardised tests; using other published materials (such as those from Rising Stars and White Rose), and through discussion and observation of pupils and their work. All pupils, including those who are not making expected progress, are then discussed during frequent pupil progress meetings, in which the headteacher or SENCo will discuss with class teachers the reasons why any individual might be experiencing difficulty and what further support can be given to aid their progress.

Interventions and support are co-ordinated by the SENCo on a whole-school provision map to ensure effective use of time, resources and expertise. This is revisited and updated each term (three times a year), with interventions ceasing where children have met targets, or being replanned where these have not been met. Our SENCo works strategically to evaluate the effectiveness of any intervention programmes used in school, assessing how successful they have been and using that information to decide on how best to run them in the future.

6a. How effective was SEND provision in 2018-19?

In 2018-19, *the last year for which published data is available*, pupils with SEND in KS1 attained at least in line with the figures nationally for reading and maths but below in writing. All 3 pupils reached the expected level in phonics screening at Y1. At the end of KS2, the proportions of pupils meeting the expected standard in all core subjects are above those nationally but still behind their peers, although less so than the previous year, representing improvements. Pupils made better than expected progress in reading and maths, but less than expected in writing (see table below). Supporting pupils with SEND to attain more highly in writing remains a school development priority, particularly as this group made less good progress than pupils with no identified Special Educational Need. Action plans are in place to improve attainment in this subject.

QCA Behaviour measures show that, for pupils on the SEND registers for need based around social, emotional and mental health difficulties, 72% made at least good progress against their area of particular need during the year.

	Key Stage One				Key Stage Two				
	Y1 Phonics	Reading	Writing	Maths	R+W+M	Reading	Writing	GPS	Maths
	Percentage in line with national standard				Percentage in line with national standard				
All pupils	84%	79%	77%	60%	77%	89%	86%	93%	82%
SEN-D	100%	70%	20%	40%	50%	63%	50%	88%	63%
SEN-D pupils nationally	44%	30%	22%	33%	22%	36%	34%	37%	41%

(In-school data based on 3 pupils Y1, 9 pupils Y2, 8 pupils Y6)

7. How are pupils with SEND supported to access activities outside the classroom?

All children and young people are included in activities and trips, following risk assessments where needed, 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: <https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/schoolsaccessibilitystrategy.pdf>

8. How do we support the wellbeing of children with SEND?

All children, including those with SEND, have the opportunity to share their views through their school council representatives, SEN pupil focus group, informal and more structured discussions with the headteacher (for example, weekly tea and cake with groups of pupils) and Record of Educational Provision Review meetings.

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

- Curriculum activities, including an annual anti-bullying week and BLUE (Be Loving and Understanding to Everyone) day;
- Ongoing assemblies, including those based on our Christian values;
- A clear and well implemented whole school behaviour policy;
- Our PSHCE curriculum, including visits from outside agencies (such as the NSPCC);
- Careful monitoring and review of any patterns of incidents of bullying by the headteacher and governors, including against our stated equality objectives;
- Commitment of all staff to inclusion and nurturing all of our pupils.

Please see our anti-bullying policy, available in the SEN section of our website, for more information about our approach to bullying.

9. Joining the school and moving on

We encourage all new children to visit the school before starting. If there are any specific SEND needs, meetings can be arranged with the Headteacher or SENCo before joining the school. Children new to Nursery or Reception are visited at home by their class teacher and invited into school several times for induction days and a family picnic before starting.

At the other end of school, transition to secondary is overseen by the Deputy Headteacher in consultation with the SENCo for any pupils with additional needs. Relevant and detailed information is passed on about all children, including those with SEND or those who are anxious about the transition and would benefit from extra visits/transition program. Where an Education Health and Care Plan is in place, the Annual Review process ensures that all parties involved have an input and agree any necessary action, which is then put into being to facilitate a smooth transition.

10. Who should I contact for more information?

Any concerns should be addressed with your child's class teacher in the first instance. If it is decided further action is required, the class teacher will have a discussion with the SENCo, and there will then be a further conversation with parents to feedback findings and discuss the next steps. An appointment can be made with the SENCo by calling the office who will take a message for you to be called back or emailed if this is easier.

SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) offers impartial information, advice and support to parents of children and young people with SEND. Find out more by visiting: <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/sendiaass-oxfordshire>

If you'd like to know more about opportunities for children and young people with SEN and their families, support groups or information about SEN these are listed in the Family Information Directory: <http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's Local Offer contains lots of information for parents. It is available at the following link:

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

Our school has contributed to this Local Offer through attendance at a training workshop and through trialling of new guidance and systems.