

## New Marston Primary SEND Information Report September 2019

These pages set out information about our provision for children and young people with special educational needs and disabilities (SEND). They are updated annually.

### About our school

New Marston 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

We are a mainstream school with a resource base catering for children with a hearing impairment.

Our SEND policy can be found on the website or a copy can be obtained from the school office. Our Equality Scheme and Accessibility Plan can be found on the school website or a copy can be obtained from the school office.

### Key people

Our special educational needs co-ordinator (SENCo) is **Rachel Vlachonikolis**. She can be contacted on 01865761560.

Our hearing impairment base coordinator is **Sian Greenway**.

Our governor with responsibility for SEND is: **Clare Rowntree**

### 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 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.

### How do we work with parents and children/young people?

We will always contact parents if we have a concern that a child or young person may have a special educational need. 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 through termly meetings (parent evening meetings or SEND reviews), using home/school diaries for agreed children, scheduled phone calls or daily handover conversations. There are also opportunities for parents and children to contribute to our policies on SEND and Equality. We do this through feedback at coffee mornings, parent 'Have your say' meetings and the school council.

### Adapting the curriculum

We offer a broad and balanced curriculum for all children and young people including those with SEND. The way we adapt this for children with SEND and disabled children is set out in the School Accessibility Plan. Within the classroom, all teachers are trained to enable pupils with SEND to access the curriculum. They do this through techniques such as modelling, prompting and questioning. All classes are taught the key vocabulary needed to access the topic or text.

In addition to this:

- We have a Nurture Room which is used as a place for children to work with an adult and friends on social and emotional aspects of learning, offers a place to talk and a space for lunchtimes, if a child finds this time difficult.

- We use intervention programmes including Dyslexia Gold, Looking and thinking and Fresh Start to support the development of reading in Years 2-6.
- We support the development of maths in Years 2-6 through programmes such as Rapid Maths.
- Speech and language therapists' suggestions are put into a tailored programme for children which work on their specific targets.
- We run programmes which aim to develop confidence, working in a group or other identified targets. These include cookery clubs, sports mentoring or Zones of Regulation.
- Our Rock and Roll dudes club supports children with autism.
- We offer play therapy, art therapy and sports mentoring too.
- We offer opportunities on specialist courses for staff.

### What expertise can we offer?

Our SENCo holds a PGCE qualification, and was first a SENCo in 1998. Her degree was in Linguistics (phonics and the development of speech). Specialist training has been taken in dyslexia, autism and behaviour management. Rachel is holds the National Award for SEND, received from Oxford Brookes University in June 2018 and is currently studying for her MA in Education.

We have staff who have received enhanced training in autism, speech and language and the development of maths. Teaching assistants are trained to support the particular needs of the children they work with.

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

- Educational Psychology Service
- SENSS, who support children with communication and language, sensory needs and physical needs
- Behaviour Support (Point5)
- Child and Adolescent Mental Health Services (CAMHS)
- Oxfordshire School Inclusion Team
- The Art Room
- Children's Social Care
- In reach CAMHS groups (we are part of a trailblazer project on this).

Information about these services and what they offer can be found on the Oxfordshire County Council SEND web pages:

<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.

### How do we know if SEND provision is effective?

The progress of all children/young people is tracked throughout the school through Target Tracker, our data collection system. It is analysed and reviewed by the class teachers, phase leaders, the Deputy Head and Head teacher. We regularly review progress towards agreed outcomes assessing whether the support that's been in place has made a difference and what we need to do next. We evaluate this progress against age related expectations.

When we run special intervention programmes for groups of children 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 evaluate the success of the education that is provided for pupils with SEND is contained in the governors' annual SEND report. You can read it on the school 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 SEND in Oxfordshire in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

## 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 and through informal chats with the SENCo who conducts learning walks at least termly. We listen to the views of children/young people with SEND by asking their opinions for each review. These are noted and help plan the outcomes for the child.

We take bullying very seriously. We help to prevent bullying of children/young people with SEND by having a 'worry box' children can put their name in if there are any problems. We also have a Nurture Room - a place where children can come to talk if they are having any issues. The anti-bullying policy is available on our school website or on request from the school office. In June 2018, we were awarded the Gold Status from the Anti Bullying Alliance.

## Joining the school and moving on

All new children visit the school before starting and we hold an admission meeting with the parents and the Head Teacher. Pupils new to Foundation Stage also have a home visit before they start. For children/young people with SEND we gather as much information from the previous setting, the child and parents and may arrange a staggered start.

We begin to prepare young people for transition into the next stage of their education or training by organising extra transition meetings or hosting lessons with staff from new schools.

## Who to contact

If you are concerned about your child please speak to your child's class teacher or the SENCo, Rachel Vlachonikolis.

We also appreciate feedback, including compliments and complaints about SEN provision; Please contact Rachel Vlachonikolis or the Headteacher to do this.

We aim to respond to any complaints within 3 days.

If you'd like impartial advice from Oxfordshire's Parent Partnership Service contact

<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 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>