

St. Andrew's CE Primary School SEND Offer September 2023

These pages set out information about our provision for children and young people with Special Educational Needs & Disabilities (SEND). They are updated annually.

About our school

St. Andrew's CE Primary School provides for children with a wide range of Special educational needs & disabilities 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** (This includes children whose behaviour reflects an underlying mental health difficulty, e.g. anxiety, depression, attention deficit disorder, attention hyperactivity disorder, attachment disorder).
- 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 catering for 49 children with a range of special educational needs & disabilities (SEND), including 10 children with Education Health Care Plans (EHCPs). This number may fluctuate depending on arising or decreasing needs over the year.

Our Inclusion Lead Teacher is Laura Sykes.

She can be contacted on: 01865 762396 or sco5679@st-andrews-pri.oxon.sch.uk

Our governor with responsibility for SEND is Sarah Haden.

Our SEND policy can be found here: [SEND | St Andrew's Church of England Primary School \(st-andrews-pri.oxon.sch.uk\)](#)

Our Equality Scheme and Accessibility Plan can be found here:

[Policies | St Andrew's Church of England Primary School \(st-andrews-pri.oxon.sch.uk\)](#)

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 & disabilities 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 & disabilities, 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 parents & children.

Click here to read it:

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

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 /disability. 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: by drop-in and pre-arranged meetings, termly meetings (in line with parent consultation meetings), and using home/school diary, emails, phone calls etc.

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. The way we adapt this for children with SEND is set out in the School Accessibility Plan. You can read it here: [Policies | St Andrew's Church of England Primary School \(st-andrews-pri.oxon.sch.uk\)](http://Policies | St Andrew's Church of England Primary School (st-andrews-pri.oxon.sch.uk))

We use intervention programmes to support the development of language, literacy and maths skills; as well as programmes to support social & emotional well-being across all year groups.

What expertise can we offer?

Our Inclusion Lead holds the National Award for Special Educational Needs & Disabilities co-ordination qualification from Oxford Brookes University. She is also the school Mental Health Lead. She has attended training on:

- Autistic Spectrum Condition
- Attention Deficit Disorder (ADHD)
- Dyslexia & Reading Difficulties
- Developmental Co-ordination Disorder (Dyspraxia)
- Attachment Awareness
- Trauma
- Understanding, Preventing & De-escalating Behaviour
- Team Teach
- Supporting the needs of Young Carers
- Family Links-Parenting Programme
- Independent Learning Strategies
- Fischer Family Trust Literacy Interventions- Hi-Five, FFT Wave 3, Write Away
- Every Child Writes
- Dyscalculia & supporting learners with Maths difficulties
- Reciprocal Reading
- Supporting 'Children we Care For
- Mental Health Awareness & Support
- Strengths & Needs Assessments
- Safeguarding
- Supporting Pupils with EAL
- Supporting Pupils with Speech, Language & Communication
- Down's Syndrome

As part of her role, the Inclusion Lead has cascaded this training to Teachers & Teaching Assistants through termly SEND INSET (3 times a year). Quality first teaching and a graduated approach to SEND are embedded throughout our provision to include adapted teaching approaches and learning arrangements, as part of high-quality personalised teaching.

Some members of St. Andrew's staff have been trained by professionals to work with children with specific learning needs – this includes carrying out personalised programmes to support children with difficulties in motor control, speech, language and communication, social interaction and with emotions and behaviour.

We have staff who have received enhanced training on:

- Early Years SEN Transition Training- Supporting Communication & Interaction
- Talk Boost (Speaking & Listening intervention aimed at Early Years & Key stage 1 children).
- Nuffield Early Language intervention (NELI)
- Project X Code Reading Intervention
- Read Write, Inc. Phonics (including Fresh Start).
- Fischer Family Trust Wave 3. Write Away & Hi-Five Literacy Interventions.
- Reciprocal Reading
- Precision Teaching
- Every Child Writes
- Literacy Difficulties (post-graduate certificate at Oxford Brookes University)

Teaching assistants are trained to support the needs of the children they work with through partnership with specialist advisory services. Staff have further opportunities to attend courses run by Oxfordshire Local Authority, (Oxfordshire Teaching Schools Alliance) OTSA and other outside agencies.

There are also members of staff who have trained at a specialist level in Paediatric First Aid.

Mrs Suzanne Walker, our Home School Link Worker (HSLW), offers 1:1 & group support as well as break time drop-in sessions for children seeking additional reassurance & nurture. She is a trained ELSA (Emotional Literacy Support Assistant). She is able to support families as she has many years' experience in supporting children with additional needs. She is a qualified teacher, has training and experience on:

- Mindfulness
- Mental Health First Aid
- Autism
- Disability Living Allowance/PIP and benefits that can be attained to help families make necessary adjustments.
- A knowledge of facilities in the area for children with special needs and general facilities available e.g. Saturdays, Thomley Hall, Parasol, Yellow Submarine, Youth work organisations, community churches, money managing facilities CAP, Housing organisations and charities, toddler groups
- Experience of working with social care and multi-agency professionals.
- Training regarding TAFs and EHAs
- Young Carers - Attained YCS Bronze Award for school & runs Young Carers in-school weekly group.
- CBT course with 180.
- Adlerian counselling
- Play therapy course
- Talking & Drawing
- Youth in Mind - children and young people's mental health.
- Betsy D'Thiery Trauma course.
- Family Links nurturing network course
- Family Links Parenting
- Primary School PSHE coordinator
- OSCB safeguarding training both generic and for children with disabilities.
- Arts and crafts workshops *Have run adult arts and craft workshops.
- Anti-bullying (including related to children with disabilities)
- Relationship and Sex Education

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

- Educational Psychology
- SENSS- Communication & Interaction, Physical Disability, Complex Needs, Hearing Impairment
- Mental Health in Schools Team (MHST)
- Child and Adolescent Mental Health Services (CAMHS)
- Oxfordshire School Inclusion Team
- Occupational Therapy
- Physiotherapy
- Speech Therapy
- Locality Community Support Service (LCSS)
- Home School Link Worker

- Children's Social Care
- Early Years Special Educational Needs & Disabilities Team (EYSENDIT)
- School Health Nurse
- Oxfordshire Hospital School
- Other SEND professional organisations when required e.g. Mulberry Bush, Child Brain Injury Trust, Autism Oxford

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

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

Our SEND Governor, Sarah Haden, meets twice a year to monitor SEND with the Inclusion Lead.

How do we know if SEND provision is effective?

The progress of all children is tracked throughout the school through Oxfordshire Pupil Tracking. Further to this, progress of children with SEND is monitored using Individual Pupil Trackers, where all additional support provision is listed & monitored for its impact. This enables regular review of 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 & the use of standardised tests.

- Young's Spelling
- PERA (Phonics Early Reading Assessment)
- NARA (Neale's Analysis Reading Assessment)
- YARC (York Assessment of Reading & Comprehension)
- Salford Reading Tests
- BPVS (British Picture Vocabulary Scale)
- Sandwell Maths

In some cases, children with SEND make small, but significant, steps of progress. The use of these assessments helps to measure this valid progress.

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 evaluates the success of the education that is provided for pupils with SEND is contained in the governors' annual SEND report. You can read it here: [SEND | St Andrew's Church of England Primary School \(st-andrews-pri.oxon.sch.uk\)](https://www.st-andrews-pri.oxon.sch.uk)

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.

We use Oxfordshire County Council Outdoor Education residential sites which are quality assured & fully inclusive of children with disabilities.

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>

Oxfordshire's accessibility strategy can be read at:

http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEND/guidance/Schools_Accessibility_Strategy.pdf

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

Our Inclusion Lead is the designated Senior Lead for Mental health, a strategic lead to ensure that positive mental health is reflected in all the school does. This role encompasses:

- Oversight of the whole school approach to mental health & wellbeing including pastoral support and how parents & pupils are engaged with school.
- Supporting the identification of at-risk children exhibiting signs of mental ill health.
- Knowledge of the local mental health services & referral process.
- Coordination of mental health needs within the school & oversight of the delivery of intervention outcomes.
- Supporting staff in contact with children with mental health needs to help raise awareness & give all staff the confidence to work with children.

All children can share their views through their school council representatives and class questionnaires. We listen to the views of children with SEND by including them in termly SEND reviews, where they reflect on their support, interventions & progress. We encourage them to give their responses either before a SEND review meeting or encouraging them to attend depending on their age, context & preference.

We use the 5 Point Emotional Scale register for all children in school during registration as a means of monitoring children' well-being. If a child signals that they are unhappy incidents are dealt with on the day.

We provide a variety of lunch time clubs to support pupils who may feel vulnerable at lunch time or who would benefit from additional structure during this time. Lunch time clubs include:

- A drop-in Arts & Craft club
- Library club
- Adult led sports/activity clubs

Joining the school and moving on

We encourage all new children to visit the school before starting. For children with SEND we hold individual transition meetings with parents, outside agencies and link schools.

We begin to prepare young people for transition into the next stage of their education by arranging visits to their new school to meet key staff & prepare themselves for any changes or challenges ahead.

Children with an EHCP will have a transfer SEND review in the summer term of Year 5 which the Special Education Needs Officer attends. During this meeting stakeholders consider the best placement for when children move on to secondary school.

Who to contact.

If you are concerned about your child, we encourage you contact your child's class teacher in the first instance. They may refer you to the Inclusion Lead or you can contact the Inclusion Lead directly.

If you'd like to feedback, including compliments and complaints about SEND provision do so to the Head teacher or Governors. You can contact them on:

[Contact Us | St Andrew's Church of England Primary School \(st-andrews-pri.oxon.sch.uk\)](mailto:st-andrews-pri.oxon.sch.uk)

or

[Governors | St Andrew's Church of England Primary School \(st-andrews-pri.oxon.sch.uk\)](mailto:st-andrews-pri.oxon.sch.uk)

If you would like impartial advice from Oxfordshire's Parent Partnership Service contact <https://www.oxfordshire.gov.uk/cms/content/contact-parent-partnership>

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>

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it: <https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-SEND>