



Sibford Gower Endowed Primary School SEN Information Report 2021

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

About our school

Sibford Gower Endowed Primary School provides for children and young people with a wide range of special educational needs including those with:

- Communication and interaction needs; this may include children who have speech language and communication difficulties including autistic spectrum conditions.
- Cognition and Learning needs; this may include 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 may include children who have visual or hearing needs, or a physical disability that affects their learning.

We are a mainstream school.

Our special educational needs co-ordinator (SENCo) is Miss Charlotte Roseblade, She can be contacted on: 01295 780270

Our governor with responsibility for SEN is: Mr Paul Manthorpe

Our SEN policy can be found on our school website.

Our Equality Scheme and Accessibility Plan can be found on our school website.

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

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 may have a special educational need.

We work closely with children with SEN and their parents to agree outcomes and how we will all work towards these, and then to review progress. We do this in a variety of ways including; termly meetings, parent consultation meetings, using a home/school diary where appropriate and phone calls.

Adapting the curriculum

We offer a broad and balanced curriculum for all children including those with SEN. Details are published on the school website. The ways in which we may adapt this for children with SEN and disabled children is set out in the School Accessibility Plan.

What expertise can we offer?

All members of teaching staff have received basic awareness level training in identifying pupils with special educational needs and strategies to support their learning.

We have staff who have received enhanced training in relation to the specific needs of particular pupils.

Teaching assistants are trained to support the particular needs of the children they work with.

Our SEN governor regularly attends governor training relating to SEND.

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

- Educational Psychology
- SENSS, who support children with communication and language, sensory needs and physical needs
- Behaviour Support
- Child and Adolescent Mental Health Services (CAMHS)
- Oxfordshire School Inclusion Team
- Therapy services
- Early Intervention

Information about these services and what they offer can be found on the Oxfordshire County Council SEN 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 SEN services with parents first.

We also work with other services and organisations that are involved with a family, with the family's permission.

How do we know if SEN provision is effective?

The progress of all children is tracked throughout the school and moderated at regular pupil progress and intervention meetings.

In addition, for children/young people 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.

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.

How are children and young people with SEN 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 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>

What do we do to support the wellbeing of children/young people with SEN?

All children have the opportunity to share their views through their school council representatives at the regular WOMBATs meetings.

Our SENCo is a trained Mental Health First Aider and many of our staff have had training related to supporting mental health and well-being at school.

We teach all of our children Protective Behaviours through the Taking Care programme. As part of this, all children in school are supported to identify trusted adults that they feel confident to talk to if they have any worries.

We take bullying very seriously. We help to prevent bullying of children/young people with SEN by insisting upon a zero-tolerance to any forms of bullying and exclusion. Bullying is a standard item at School Council Meetings and the children take part in surveys related to well-being and their feelings about school. Our Behaviour Policy emphasises acceptance and valuing of difference and diversity, and respect for all.

Joining the school and moving on

We encourage all new children to visit the school before starting. For children/young people with SEN we liaise with parents and appropriate agencies to support a smooth transition into our school.

We begin to prepare young people for transition into the next stage of their education by liaising with parents, appropriate agencies and the receiving establishment.

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. Click here to see it: <https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-sen>.

Who to contact

If you are concerned about your child please speak to their class teacher or contact the school office to request an appointment with our SENCo or our Headteacher.

If you would like to give us feedback about our SEN provision, including compliments and complaints, please contact the Headteacher in the first instance.

Should you wish to make a formal complaint about any aspect of your child's experience at school, details of our complaints procedure can be found on the Policies page of our school website.

Reviewed March 2021