SEND Information Report for Parents

Lewknor Church of England Primary

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

About our school

Lewknor C of E 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 specific learning difficulties such as dyslexia, dyspraxia and dyscalculia.

- **Social, Emotional and Mental Health needs**
  This includes behaviour.

- **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 80 children on roll. Our special educational needs co-ordinator (SENCo) is Mrs Debbie Cole. She holds the national SENCo award and Qualified Teacher Status. She can be contacted at:

Lewknor C of E Primary School
High Street
Lewknor
Watlington
Oxfordshire, OX49 5TH
01844 351542

Our governor with responsibility for SEND is David Pickard. The SEND governor and the SENCo meet termly to discuss how the year is progressing and any outstanding issues that the governing body can support. The progress of all children with SEND is reported regularly to all governors. Our SEND policy and our Equal Opportunities and our Accessibility Plan can be found on the school website.

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. No child will go onto the special needs register without the full consent of parents and indeed we value highly the information parents bring to the process to get a full picture of a child's strengths and weaknesses.

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 regular meetings. Staff are also available mainly at the end of the day for parents to ask questions, and appointments may be made for longer discussions. The SENCo can be contacted via the school office.

Children should be aware of and involved in setting and reviewing their targets. Their strengths (both academic and non-academic) will be celebrated to increase self-esteem.

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 SEN and disabled children is set out in the School Accessibility Policy. You can read it on the school website. Teachers are responsible for differentiating lessons and taking into account the learning styles of all children. Resources generally used in class to support children with SEND may include word banks, writing frames, visual timetables and task boards.

We use a range of intervention programmes including:

- Pre-learning – children have extra support before new concepts are introduced in class.
- Precision monitoring – for example, speed maths.
- We run intervention groups for children with comprehension difficulties.

These programmes support the development of language and English skills for children identified as needing extra support. Teaching assistants or teachers may run intervention groups or catch up sessions for children identified at risk of falling behind. We choose to run these interventions because they have a positive impact on the child enabling them to feel more confident and to close the attainment gap with their peers. We recognise that what works for one child does not always work for another, which is why the impact of all interventions is closely monitored alongside the progress data for each individual child.

What expertise can we offer?

- Our headeacher/SENCo has undertaken the extensive National Award for SENCOs.
- 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: SENSS, who support children with communication and language, sensory needs and physical needs; Child and Adolescent Mental Health Services (CAMHS), an NHS service to which school can refer; Occupational Therapy Services, Speech and Language, 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/cms/public-site/special-educational-needs-and-disability-local-offer

We always discuss the involvement of specialist SEND services with parents first. They will occasionally need to sign a consent form for them to be involved with their child.

We also work with other services and organisations, with the family's permission, such as paediatricians or school nurses.

How do we know if SEND provision is effective?

The progress of all children is tracked throughout the school through the use of assessment weeks and pupil tracking data.

In addition, for children with SEND 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 how best to run them in the future. We do this through assessments such as the Salford reading and comprehension test and the LAPACK.

How are children and young people with SEND 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 communicate with parents and children when planning trips so that everyone is clear about what will happen.

Local Offer- Oxfordshire

All the services offered by Oxfordshire County Council for SEND can be found on https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer

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 representatives and in school PSHE lessons and assemblies. We listen to the views of children with SEND by

involving them in the writing of their pupil profiles.

We take bullying very seriously. We help to prevent bullying of children with SEND by discussing incidents with children both in PSHE lessons and by dealing with incidents very seriously in school.

Joining the school and moving on

We encourage all new children to visit the school before starting. For all children we visit the pre-school settings and discuss their needs with the staff who know them best and their parents. The Reception teacher, Miss Harjette, makes home visits and visits to pre-schools in the summer term.

We begin to prepare pupils for transition to the next stage of their education by liaising with the local schools and talking to their year 7 mentors and pastoral teams so that the transition is as smooth as possible. Vulnerable children are often invited to extra sessions prior to starting their next school.

Who to contact

If you are concerned about your child please see the class teacher in the first instance.
If you would like to feedback, including compliments and complaints about SEND provision, please contact the headteacher Debbie Cole. We aim to respond to any complaints within 5 days.
If you would like impartial advice from SENDIASS (formerly Parent Partnership) please contact: 01865 810516

In summary, the governors and staff at Lewknor recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop their full potential and become confident, independent individuals. We aim to:

- Celebrate our Christian ethos by acknowledging that each child is unique and a valued part of our school community.
- Ensure that our curriculum is accessible and relevant to all children whatever their individual need.
- Promote positive attitudes and individual confidence ensuring all children experience success.

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- Children and Families Act 2014

Deborah Cole **December 2021**