



Wootton St Peter's CE Primary School, Wootton Village, Boars Hill, Oxford, OX1 5HP



School SEND Information Report January 2022

This report sets out information about the ways in which Wootton St Peter's Church of England Primary School welcomes the opportunity to support children with special educational needs & disabilities (SEND).

About our school

Wootton St Peter's Church of England Primary School provides for children with a wide range of special educational needs.

This includes Looked After Children supported by the LA and those entitled to Pupil Premium including children of Service Personnel with SEN. We work closely with Oxfordshire Virtual School to meet the needs of Children Looked after by the LA.



<https://www.oxfordshire.gov.uk/residents/schools/our-work-schools/virtual-school-looked-after-children-and-care-leavers-0-25>

We take advice and guidance from CEAS for children of Service Personnel with SEN.

<https://www.gov.uk/government/groups/the-childrens-education-advisory-service-ceas>

Areas of Need

The areas of Special Education Needs that are provided for are:

- ✓ **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 who may have behaviour difficulties relating to emotional conditions such as anxiety or depression.

✓ **Sensory and/or Physical needs;**

This includes children who have visual or hearing needs, or a physical disability that affects their learning.

As a school with a strong Christian ethos, we acknowledge and celebrate the fact that each child is unique and is a valued part of our school community.

About our SENCo:

Our special educational needs co-ordinator (SENCo) is David Marsh. He is a qualified teacher with over 25 years of primary teaching experience, and obtained the National Award for Special Educational Needs Co-ordinators in 2015. The SENCo works closely with the Headteacher to oversee the provision and monitoring of children's learning and progress throughout the school and to support the families of those children with additional needs.

The SENCo can be contacted by calling the school office or via email:

Telephone: 01865 735643 office.3845@wootton-abingdon.oxon.sch.uk

Or directly by e-mail: senco@wootton-abingdon.oxon.sch.uk

Our SEND Inclusion policy can be found on the School website, or is available from the School Office.

<https://wootton-school.co.uk/wp-content/uploads/2022/01/SEN-Inclusion-Policy-2021-2022.pdf>

Our Equality Objectives and Accessibility Plan can be found on the School website or is available from the School Office.

<https://wootton-school.co.uk/wp-content/uploads/2021/09/Accessibility-plan-2021-2024-V2.pdf>

How we identify and give extra help to children with SEND

The school uses Oxfordshire County Council's document 'Oxfordshire Guidance for Special Educational Needs (SEN) Support (Sept 2020)' to identify pupils with additional needs.

The guidance sets out:

- How we identify if a child 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 process.

Click on the link here to look at the OCC SEN Guidance documents, part of the Local Offer provided by the Local Authority:

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

We offer a broad and balanced curriculum for all children and young people including those with SEN. Please look at the school website for information on the broad and exciting curriculum the children enjoy. Teachers are responsible for the progress of all children and lessons are carefully



differentiated to ensure success and progress for everyone. Resources such as word banks, IT (i-pads), writing frames, visuals, story boards are used to increase confidence and enable children to become independent learners. Advice is sought from specialist professionals and implemented across the school community. It is our belief at Wootton St. Peter's Church of England School that adaptations made to the curriculum and the learning environment are fundamentally helpful to many of our children. These include; visual timetables; Now & Next boards, planning frames; use of visuals; manipulative resources; kinaesthetic learning opportunities, personalised planning, inclusion support planning etc.

The school offers intervention programmes which offer support in addition to the core curriculum to boost and support children's learning. These are usually delivered by a trained TA and are monitored by the SENCo. These interventions may support a particular aspect of learning such as reading and comprehension or numeracy but we also offer social/nurture groups to enable children to develop communication and social skills and increase their self-esteem. The school's Emotional Literacy Support Assistant (ELSA) gives support and runs interventions for children with SEMH needs.

We have a menu of **interventions** that we are able to deliver to meet the needs of the children these include:

Spirals: a programme which aims to develop language and communication through effective small group work.

Precision Teaching: An intervention strategy to enable over-learning for spelling and reading.

Numicon: maths intervention

Phonics Intervention groups: Yr R, Yr 1, Yr 2.

Friendship group: this is a nurture group run by the ELSA trained TA.

ELSA Listening group: Intervention developing listening skills (KS2)

Social Interaction: Intervention groups – following published programme – *Socially Speaking*

Lego Therapy: an activity which is designed to target and support areas of:

- Listening to and following verbal instructions
- Giving instructions to a peer and/or adult
- Problem solving when things go wrong
- Developing social communication skills within a structured and motivating activity

Talk Boost KS1: Talk Boost KS1 is a targeted intervention for 4-7 year old children with language that is delayed, including children in Reception classes. The programme is delivered in primary schools by classroom teachers and teaching assistants and provides a structured programme that boosts children's progress in language and communication by an average of 9 - 18 months after a ten week intervention.

Early Talk Boost: Early Talk Boost is a targeted intervention aimed at 3-4 year old children with delayed language, helping to boost their language skills to help narrow the gap between them and their peers. The programme aims to accelerate children's progress in language and communication by an average of 6 months, after a nine week intervention.

Read, Write, Inc. 'Fresh Start': Read Write Inc. Fresh Start teaches students to read accurately and fluently with good comprehension. It teaches them to spell correctly and compose their ideas for writing step-by-step.

Write Away Together: Based on holistic principles, this programme offers a different approach, developing the muscles of the hand - so that children gain the necessary control to produce letter forms - alongside the perceptual skills required to orientate and organize letter and words. The programme is effective for mainstream children aged 4-6 years, children with developmental co-ordination disorders and older children with mild to moderate learning difficulties. Over 400 carefully graded exercises and activities develop hand-eye co-ordination, form constancy, spatial organization, figureground discrimination, orientation and laterality.

Support Staff

Staff training for teachers, teaching assistants and governors is undertaken in various aspects of SEN according to the needs of the children to ensure that the provision made and support given to pupils is appropriate and effective. The training needs of staff are reviewed as part of the CPD process in school. Training may take the form of attendance at external courses on particular conditions such as dyslexia or autism or is offered through in-house training run by specialist professionals.

External specialist support:

St Peter's is able to access external professional support to give advice and recommendations to the school and parents, carry out assessments with individual pupils and to come into school and work directly with individual children or groups of children. Services that are regularly accessed are:

- ✓ Children's Integrated Therapies – Oxfordshire comprising:
Speech and Language Therapy Service, Children's Occupational Therapy, Children's Physiotherapy.
- ✓ School Health Nurse Team
- ✓ SEN Support Service Oxfordshire: Communication and Team; Physical Disabilities Team
- ✓ Oxfordshire SEN Team
- ✓ Child and Adolescent Mental Health Service (CAMHS)
- ✓ Educational Psychology Service
- ✓ Oxfordshire Schools Inclusion Team
- ✓ Children and Families Services
- ✓ Early Help Services – Locality Community Support Service
- ✓ Complex needs and downs syndrome outreach team
- ✓ SENDIASS (independent parent advice and support)

More detail about these services including SENDIASS can be found on the OCC web page under the heading SEND: Local Offer Oxfordshire. This is the link:

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

- ✓ The SENCO liaises with the Headteacher, Class teachers, TAs and parents to prioritise referrals to these services.
- ✓ Referrals to services may also come about following pupil review meetings.
- ✓ The SENCo discusses the referral to a service with parents/carers and for most referrals consent and parents' views form part of the referral process.
- ✓ Parents views will be sought and they may be invited or can request to meet with the service.
- ✓ Reports and recommendations are shared with parents and expected outcomes and strategies to meet those outcomes are planned.

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/young people is tracked throughout the school through using the Integris data system and this data is analysed regularly during termly Pupil Progress meetings with class teachers, the Head teacher and the SENCo. In addition, for children with SEN 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 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. Every term the SENCo meets with the SEN Governor or creates a report to share at the FGM. Information about how the governing body evaluate the success of the education that is provided for pupils with SEN is contained in the governors' annual SEN report. You can request a copy from the Office.

How are children and young people with SEN helped to access activities outside of the classroom?

We have two additional learning zones Kraftl and Perkins. Both are bright and welcoming learning spaces, where groups of children can receive tailored intervention work, to help them progress in their learning.

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>

Information regarding Oxfordshire's accessibility strategy can be found here:

<https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/schoolsaccessibilitystrategy.pdf>

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

All children have the opportunity to share their views through their school council representatives and we encourage all children to talk to their class teacher if they have a problem. The Head Teacher is the DSL for mental Health. The ELSA trained TA works closely with children with emotional or behavioural difficulties to enable them to feel safe and supported in the school environment.



Bullying is not tolerated and procedures followed can be found in our Anti Bullying Policy and Behaviour Policy which can be found on the School website and is available as a paper copy from the School office.

Joining the school and moving on – Transitions...

Early Years Transition

- SENCO or class teacher attend transition meetings for pupils with SEN making the transition from pre-school to Nursery or Reception. Class teacher visits child in setting.
- Parents are invited to a pre-admission meeting.

Moving on at Year 6

- Key staff and often some Year 7 students from the secondary school visit the school to speak to the Year 6 pupils transferring to their school.
- All pupils in Year 6 are invited to a familiarisation day at their secondary school. Children are prepared for the visit and given information in advance as necessary.
- Additional visits to the secondary school may be arranged for individuals or groups as needed.
- Transition arrangements are planned at Year 6 Statement/Education, Health and Care Plan reviews. Secondary schools are invited to attend.
- SENCO attends Year 6 to Year 7 SEN transfer meeting.
- Use of social stories/transition books.
- A planned programme of transition, which may include mentoring to help prepare children.
- Class teacher/ SENCO meets with key staff from new school.
- Pupil profiles shared with the secondary school
- Information transferred in advance of move.

Moving Schools

If your child is moving to another school we will:

- contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.

- Make sure that all records about your child are passed on as soon as possible.
- Make a transition book/social story for them if we feel it will help to prepare a pupil profile for the new school.

If your child joins us from another school we will:

- Contact the school SENCo to find out any special arrangements or support, that needs to be made for your child.
- Meet with parents to discuss any concerns and plan any support.

Moving Classes

- A hand over meeting will take place between the present and the new teacher.
- Transition visits to new classes are planned in the second half of the summer term. Identified pupils have a number of additional visits to the new class.
- Social stories and transition books for children who would benefit.
- Meet the teacher meetings take place early in the autumn term which give a chance for parents to find out about arrangements for such things as homework, the curriculum topics and reading expectations We encourage all new children to visit the school before starting. For children with SEN a meeting with the SENCo is recommended. Year 6 children transferring to local Secondary Schools have the chance to visit the new school for a day. Representatives from the Secondary Schools visit to talk with the children. The SENCo and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEN information is gathered together and records transferred to the new teacher or school. Additional meetings are arranged for those children who may require more than one visit prior to transfer.

Feedback and complaints procedures.

At Wootton St Peter's Church of England Primary School, we welcome feedback from parents. If a parent or guardian is concerned about SEN provision for their child, initial contact should be made with the class teacher. A meeting will then be arranged, which may include the Head teacher and/or SENCo, to discuss the concern.

If you'd like impartial advice from SENDIASS Oxfordshire 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>

In the event of a formal complaint concerning SEN provision, parents/guardians are advised to contact the Head teacher and follow the Oxfordshire LA procedure in the first instance. Parents may also contact the Governing Body. Government publications regarding parents' rights are available in school.

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it:

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

In summary

The Governors and staff at Wootton St Peter's Church of England Primary School 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 to 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 inclusive of all children whatever their individual need.
- ✓ promote positive attitudes and individual confidence, ensuring all children experience success.