



SEN Information Report

This report sets out information about the ways in which Crowmarsh Gifford school meets the provision for children and young people with special educational needs (SEN).

About our school

Crowmarsh Gifford 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 differences 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, depression, trauma or insecure attachment.
- **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 primary school of up to 210 pupils where our six core values (Faith, Service, Integrity, Responsibility, Truth, Excellence) are central to the school ethos and learning culture. Ensuring all children understand the importance of challenging themselves, we give them the tools they need to become independent learners, and celebrate the fact that each child is unique and a valued part of our school community.



About our SENCo

Our SENCo is Mrs Katie Lucas who has completed the NASENCo training at Oxford Brookes University. This year, the school will continue to benefit from the support of Mrs Jo Allott, a Special Needs Advisory Teacher (SNA) who will visit once a term. The SENCO and other members of the SLT will oversee the provision and monitoring of children's learning and progress throughout the school. Also working closely alongside the SLT will be Mrs Jackie Napier-Jones, our Home-School Link worker, who will support many children and families within the school.

The SENCo can be contacted by calling the school office:

Tel: 01491 836785

E mail: kluc0629@crowmarsh-gifford.oxon.sch.uk

Our governor with responsibility for SEN is Mrs Charlotte Shepherd

Our SEN policy can be found on the school website or is available from the school office.

Our Equality Scheme and Accessibility Plan can be found on the school website or is available from the school office.



Crowmarsh Gifford C.E. Primary School

"Let your light shine..." ~Matthew 5:16~ Faith ~ Service ~ Integrity ~ Responsibility ~ Truth ~ Excellence

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

The school uses Oxfordshire County Council's guidance 'Special Educational Needs Support 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 process.

Click on the link here to read it:

www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf

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

The partnership between school and home is important to us at Crowmarsh School. We work closely with children with SEN and their families to agree outcomes and to plan how we will all work together towards these, and then to review progress. We do this by:

- holding termly meetings (or more often if necessary)
- additional meetings in line with parent evening meetings
- using home/school diaries where appropriate
- scheduled phone calls
- ensuring parents are able to speak to class teachers at the end of the school day regarding any concerns.

Appointments can be made to see the SENCo by phoning or emailing the school office. There are also opportunities for parents and children to contribute to our policies on SEN. This is often done through pupil interviews and/or pupil and parent questionnaires, parent forums/AGMs and school council meetings.



Adapting the curriculum

We offer a broad and balanced curriculum for all children including those with SEN. Please look at the school website for information on the exciting curriculum the children enjoy. Here you will also find our School Accessibility Plan which outlines the ways in which the curriculum is adapted for children with SEN or disabilities.

Teachers are responsible for the progress of all children. Lessons are designed to meet the needs of all learners and to promote independent learning. The school offers many intervention programmes in addition to the core curriculum to boost and support children's learning. These are usually delivered by a teacher or trained TA and are monitored by the SENCo, Headteacher and Deputy Head. These interventions may support a particular aspect of learning such as reading comprehension or numeracy but we also offer social/nurture groups to enable children to develop communication and social skills and increase their self-esteem.



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What expertise can we offer?

Staff training 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 needs or difficulties such as dyscalculia, dyslexia or autism, or it may be offered through in-house training run by staff or other specialists such as our Educational Psychologist or a Language and Communication Advisory Teacher.

We 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
- Children's Social Care



Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages by clicking on the link below:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>

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 the use of provision maps and our in-school tracking system. In addition, for children/young people with SEN we regularly review progress towards agreed outcomes, assessing whether the given support has been effective and what the next steps should be. We evaluate this progress against age-related expectations and our school assessment tracker. Intervention programmes for groups of children are reviewed, developed and improved as necessary to support the needs of the pupils.

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, with appropriate risk assessments carried out, as necessary, 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>



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Oxfordshire's accessibility strategy can be read at:

<https://www2.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/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, an annual pupil survey and meetings with school staff at review times. We take bullying very seriously. We help to prevent bullying of children/young people with SEN by following our school behaviour policy and by having regular collective worship themes around the issue of bullying or the value of 'service.' Many of these themes centre on the stories of children with SEN.

Joining the school and moving on

We encourage all new children to visit the school before starting. For children/young people with SEN we hold transition days allowing the children to get used to the school before coming full time, or to prepare them for moving to a new class.

We begin to prepare young people for transition into the next stage of their education or training by holding transition meetings with the secondary school and completing lots of activities related to moving on. Very often the TA will accompany the child to their school to help with settling in.

Who to contact

If you are concerned about your child you should contact the class teacher in the first instance and then Mrs Lucas (SENCo) or Mrs Barton.

If you'd like to give feedback regarding SEN provision please contact either Mrs Barton or Mrs Lucas.

If you'd like impartial advice from Oxfordshire's SENDIASS team (formerly Parent Partnership) contact:

<https://www.oxfordshire.gov.uk/cms/public-site/sendiaass-oxfordshire-formerly-parent-partnership>

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/cms/public-site/special-educational-needs-sen>.

