

Crowmarsh Gifford CE Primary School and Pre-School

Kindness ♦ Resilience ♦ Integrity ♦ Courage ♦ Curiosity



SEND Information Report 2022-23

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

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 and pre-school with around 230 pupils on roll. Our five core values (Courage, Resilience, Integrity, Curiosity and Kindness) are central to the school ethos and learning culture. Ensuring all children understand the principles of effective learning and the importance of challenging themselves, we give them the tools they need to become independent learners. Every child is a valued member of our school community where we celebrate their individual differences, talents and qualities, and they are encouraged to 'Let your light shine' (Matthew 5:16).



About our SENDCo

Our SENDCo 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 (SNAAT) who will visit once a term. The SENCO/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 School Counsellor, who will support many children 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.

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How do we identify and give extra support to children and young people with SEND?

The school uses Oxfordshire County Council's 'Oxfordshire Guidance for Special Educational Needs (SEN) Support'.

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 SEND 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 communication books, where appropriate
- scheduled phone calls
- ensuring parents are able to speak to class teachers at the end of the school day or via Seesaw/email regarding any concerns.

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



Adapting the curriculum

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

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 SENDCo and SLT. These interventions may support a particular aspect of learning such as reading comprehension or

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numeracy but we also offer social/nurture groups to enable children to develop communication and social skills and increase their self-esteem.

What expertise can we offer?

Staff training is undertaken in various aspects of SEND, 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 Special Needs Advisory Teacher or a Language and Communication Advisory Teacher).

We have access to a range of specialist support services including

- 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
- Educational Psychology



Information about these services and what they offer can be found on the **Oxfordshire County Council Local Offer**:

<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 SEND provision is effective?

The progress of all children/young people is tracked through the use of regular assessments and discussion between staff and pupils, as well as our in-school tracking system. In addition, for children/young people with SEND 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 SEND 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 our 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 SEND 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 SEND?

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 support well-being and prevent bullying of children/young people through the following:

- our school behaviour policy
- themes within our PSHE curriculum
- holding regular collective worship with themes around our core values, inclusion and celebrating difference

Joining the school and moving on

We encourage all new children to visit the school before starting. For children/young people with SEND 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. It is also possible for a member of staff to 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 (SENDCo) or the Headteacher.

If you'd like to give feedback regarding SEND provision please contact either Mrs Lucas or the Headteacher.

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

<https://sendiass-oxfordshire.org.uk/>

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In the event of a formal complaint concerning SEND provision, parents/guardians are advised to contact the Headteacher 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 (see link above).

