



SEND Information Report

September 2021

Our SEN information report aims to: Set out how our school will support and make provision for pupils with special educational needs (SEN) Explain the roles and responsibilities of everyone involved in providing for pupils with SEN. This report is updated annually.

What kind of Special Educational Needs are provided for at West Kidlington Nursery and Primary School?

At West Kidlington School, we aim to provide an inclusive, broad and balanced curriculum for all pupils, including those with SEND (Special Educational Needs and/or Disability). We are a school where each child's individuality is valued and where our aim is to inspire all children to realise and value their potential. We have a range of systems in place for early identification of barriers to learning and participation and we set high expectations for all.

Provision for children with SEN is a matter for the whole school. All teachers are teachers of children with SEN.

We currently support a wide range of needs within the following categories:

- Cognition and Learning – children with moderate learning difficulties and specific learning difficulties including dyslexia and dyspraxia
- Communication and Interaction – children with Autistic Spectrum Condition (ASC) and also a wide range of speech and language difficulties
- Sensory, Medical and Physical – children with hearing impairment, visual impairment, sensory processing difficulties diabetes and epilepsy
- Social, Emotional and Mental Health – children experiencing specific anxieties and ADHD

What are our policies for identifying children and young people with SEND and assessing their needs?

At West Kidlington Nursery and Primary School, our policy for assessment can be found on the school website and this is followed to help recognise when children are not making expected progress or are significantly behind their peers. Specific information regarding assessment of SEND can also be found within our SEND and Inclusion policy and on our Graduated Response Flow Chart, both of which can be found on our website.

At West Kidlington Nursery and Primary School, we are assessing children formatively all the time through observation and daily marking. We also hold focused summative data collection three times a year, to measure individual progress and attainment against national expectations.

If a child is not making expected standards and/or is not achieving the attainment expected for their age, or is experiencing difficulties socially or emotionally, the class teacher will share their concerns with the SENCo and an Initial Concern Form will be written after looking at the guidance below. This will highlight the areas that are raising concerns and interventions will be put in place and will be shared with parents. A review will be held within three months and if the child has not made significant progress there will be a discussion around putting the child on the SEN register.



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West Kidlington School uses Oxfordshire County Council's guidance 'Identifying and Supporting Special Educational Needs in Oxfordshire Schools and Settings'. The guidance sets out:

- How to identify if a child or young person has a special educational need
- How to assess children and plan for their special educational needs and how we adapt our teaching
- Ways to adapt our school environment to meet each child's needs
- How to review progress and agree outcomes and involve parents and their children in this document can be found by following the link:

<https://www2.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/IdentifyingSupportingChildrenWithSENinFY.pdf>

As a school we can then begin to identify areas of need from specific assessment and observation and if necessary, place a child in a specific small group/individual intervention. Interventions are carried out in addition to or in support of the Quality First Teaching the children are already receiving. If a child continues to make little progress despite the interventions, then we look closely at identifying whether they have a specific special educational need.

Our Special Educational Needs Co-ordinator (SENCo), alongside Teachers and Teaching Assistants, is able to offer a range of alternative/extra assessments to gain further understanding of a child's needs including:

- Informal classroom /playground observation
- Analysis of independent writing/book scrutiny
- Informal one to one chats with a child
- Salford Sentence Reading Test – reading accuracy and comprehension age
- DRA & NARA – reading accuracy, comprehension, as well as reading and writing speed
- HAST to ascertain a standardised score for spelling and spelling error analysis to identify specific difficulties
- Sandwell Maths Assessment – to ascertain a standardised score/maths age
- Working memory test
- PHAB 2 test
- Referral outside agencies eg SENSS, speech and language therapist, behaviour support or Educational Psychologist

Who is the Special Educational Needs Co-ordinator?

Our SENCo is Mrs Jo Simpson and her role is to oversee the provision made for our children with SEND and other vulnerable learners. The assistant SENCo is Mrs Margaret Smith. Mrs Simpson leads the team of Teaching Assistants and works closely with Class Teachers and parents/carers to discuss the support being provided for individuals.

How are parents/carers of children with SEND consulted and involved in their child's education, including their progress towards outcomes?

Partnership with parents/carers play a key role in enabling children with SEND to achieve their full potential. At West Kidlington, we recognise that parents/carers hold key information and have



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knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

Parents/carers are invited to two parent's consultation evenings in an academic year and receive an annual report in the summer term. However, if the child has a Pupil Profile or an Education, Health and Care Plan (EHCP), there will be additional opportunities created by the Class Teacher and SENCo to meet and discuss provision.

Each Pupil Profile is reviewed three times a year by the Pupil, Class Teacher and Parent/Carer in preparation for writing new targets. If a child has an EHCP there will be an Annual Review meeting to discuss the outcomes. Parents are invited to provide a written response and participate in the meeting. Any outside agencies who are actively involved in supporting a child are also invited to participate in the meeting.

If any parent/carer would like to discuss any concerns with the SENCo, this can be arranged directly with Mrs Simpson or through the school office.

How are young people with SEND consulted and involved in their education, including their progress towards outcomes?

Children with SEND often have a unique knowledge of their own needs and what sort of help they would like will be ascertained where appropriate, metacognition (as identified by the EEF) plays a key role in this. Children are encouraged to participate in the decision making process when we review Pupil Profiles. If they have an EHCP, they will also be asked to play a role within the Annual Review meeting, usually by completing the 'All About Me' sheet which forms a central part of the Annual Review meeting. The child will also be invited to attend.

What are the arrangements for supporting children and young people in moving between phases of education?

When children with SEND reaches Year 5, there is an opportunity for a dialogue between parents and school regarding the individual's transfer to secondary school. If a child has an EHCP the SENCo will visit possible secondary schools with the child and family if requested. There will be a transfer Annual Review whereby a parent/carer/child's can express their preference for secondary placement and have it recorded. The SEN officer is also often present at this meeting.

We have good links with our transfer secondary schools and the Year 6 teachers and/or the SENCo will meet with the SENCo/or representative to discuss individuals. We also arrange extra transfer visits as necessary to support individuals with their transition.

What approach do we take at West Kidlington to teaching children and young people with SEND? What adaptations are made to the curriculum and the learning environment of children and young people with SEND?

All children are entitled to receive Quality First Teaching where, through engaging teaching and differentiation, all groups have their needs met. Some children may have difficulties making expected progress and/or not achieving the attainment expected for their age. At this point we identify groups of children who may need specific intervention activities to help boost and accelerate their learning. Their progress is monitored and if they are still experiencing difficulties then we look at identifying if they have a special educational need.



As identified in the SEND Code of Practice (July 2014) – paragraph 6.15

‘A pupil has SEN where their learning difficulty or disability calls for special educational provision., namely provision different from or additional to that normally available to pupils of the same age’.

Our aim at West Kidlington is to include all children within our everyday teaching and activities. At times this involves differentiation and also use of 1:1 and small group teaching assistant support to allow individuals to learn at their pace/using resources suitable for their needs. We make use of quieter rooms and quieter areas to withdraw children if being in the class is causing sensory overload and/or distracting learning.

At West Kidlington we use a range of resources and specific interventions to meet individual need and support children to access the curriculum. Some of the current SEND interventions and resources we use in school include:

Speech and Language	Talk Boost Spirals Nuffield Early Language Intervention
Reading	Project X Read, Write Inc booster sessions/Freshstart Precision teaching Acceleread/Accelwrite Paired reading Language for thinking
Writing	Colourful semantics Clicker
Maths	Plus 1 Power of 2 RM Maths Prodigy Push the button
Motor skills	Speed up Occupational service info and screening pack
Social and Emotional	ELSA Calm boxes Colour monsters intervention Zones of regulation Lunch club

What expertise and training do staff have to support children and young people with SEND, including how specialist expertise will be secured?

Our SENCo has 22 years of teaching experience and has been awarded the National Award of Special Educational Needs Master’s module. She is also currently studying to become a dyslexia specialist teacher. All our Teaching Assistants have had training specific to support individuals within school. We actively support CPD for all our TAs in-line with the year groups/ individuals they are working with.



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At West Kidlington we access support from a wide range of outside agencies including:

- Educational Psychologist
- SENSS – Support for children with communication and language needs, sensory needs and physical needs, EYSITT
- Child and adolescent Mental Health Services (CAHMs & The Charlie Waller Trust)
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- School nurse
- Hearing impairment advisory teacher
- Visual Impairment advisory teacher
- Point 5 – Behaviour support
- SAFE

These individuals and services provide us with regular assessments and support for individuals and offer specific resources and programmes of work. We can also make referrals to these agencies if, in conjunction with parents, we feel their professional knowledge will support us in making the best provision for a child.

How do we evaluate the effectiveness of provision made for children with SEND?

At West Kidlington, we regularly monitor the provision made for our vulnerable learners in a variety of ways and we follow a graduated approach - the four-part cycle of assess, plan, do, review. This monitoring includes:

- Use of formative and summative assessment to identify the areas children succeed in and also identify what they are finding difficult
- Use of Pupil Profiles, intervention registers to identify provision to each individual
- Review of Pupil Profiles three times a year with the children and their parents and these are then monitored by the SENCo
- Tracking progress and attainment of all our vulnerable learners three times a year in line with Pupil Progress meetings and comparison of the data to their peers' attainment and progress
- Use of progress/attainment data pre and post- interventions which is then used to refine/revise provision and Pupil Profiles
- Use of analyse School Performance to compare progress and attainment against local and national achievement in similar groups
- Use of Pupil Voice to gather pupil opinions on provision and activities at school
- Targets set by outside agencies are also reviewed by outside agencies and advice on next steps are given
- Use of the annual parent questionnaire

How are children and young people enabled to engage in activities available with children and young people in the school who do not have SEND?



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As we firmly believe in inclusion, all extra-curricular activities are available to all our pupils, as is access to our residential activities. All trips are open to everyone with the relevant support provided as necessary as are visitors into school.

What support is there for improving social and emotional development?

As mentioned above we provide a range of activities to support emotional and social development for individuals including: anti bullying ambassadors who help individuals who find it difficult to engage in play. We also provide playtime and lunchtime games for those children who find unstructured times difficult through use of our sports coach and lunch club which is run by the SENCo and Home/School Link Worker (HSLW). Our TAs are often payed to support pupils throughout playtimes and lunchtimes. Our HSLW is trained in ELSA, the SENCo is trained in Sand Play Therapy and our lead teacher is a THRIVE practitioner. They all provide one to one bespoke support to identified pupils. We have good links with behavioural support, Point 5 behaviour and our EP, all of which offer us advice. We encourage caring volunteers to come into school and work with individual pupils who require nurture. The majority of staff have also been trained as Mental Health First Aiders between December 2020 and February 2021. The school are currently putting an application together for the CARNIEGE Mental Health Award for recognition of the good work that we do.

What arrangements are there for handling complaints from parents/carers of children with SEN about provision made at the school?

All details about handling complaints can be found within the school Complaints Policy which is on the school website.

What are the school's contribution to the Local Offer and where is the LA Local Offer Published?

Details relating to the Oxfordshire's Local Offer contains a substantial amount of information for parents. Please follow the link to find out more: <https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>

As a school we can contribute to the County's Local Offer through attendance at training opportunities.

Who can I contact for further information?

If you would like any further information about provision for SEND at West Kidlington please contact:

Jo Simpson – Assistant Head and SENCo - jsimpson@west-kidlington.oxon.sch.uk or 01865 373369