



St Kenelm's School



Wenrisc Drive
Minster Lovell
Witney
Oxon OX29 0SP

T/F: 01993 775394
E: office.3125@st-kenelms.oxon.sch.uk
Headteacher: Mrs C Souch

Special Educational Needs and Disability Information Report 2020-2021

Our Vision

Nurturing each and all.

Guiding, Trusting, Inspiring and Celebrating.

(The Parable of the Lost Sheep, Matthew 18. 10-14)

Our vision is to celebrate and support all individuals on their life journey within a Christian ethos. We aim to provide a nurturing environment inspiring all to achieve their full potential and flourish through personal discovery within a caring, trusting community.

Our Values

Respect, Honesty, Friendship, Compassion, Thankfulness & Wisdom.

Values are fundamental expressions of what we think and believe. As a school we encourage children to think about personal and social values and to develop their capacity to be active and effective citizens.

Our Ethos

St Kenelm's School demonstrates the major Christian values in the ways children are cared for and in the care and respect the children are expected to show towards all other people, the world beyond the school and their immediate surroundings. As a school, we celebrate the diversity of the wider community and are committed to the principles of inclusion and equal opportunity.

Being kind, helpful and tolerant to each other in line with New Testament teaching underpins the school's ethos.

Following Jesus, our Good Shepherd, our hope is that children will grow into good shepherds themselves; treating each other with love, kindness, care and respect, as they would want to be treated themselves.



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SENDCO: Where children or parents have concerns, in the first instance they should contact the class teacher. They will then liaise with the SENDCo who may contact you. The SEND Policy outlines our SEND support and is available at <https://st-kenelms.oxon.sch.uk/contact.html>

LOCAL OFFER: The local offer for SEN and Disability (SEND) brings together information about education, health and care services for children and young people from 0 to 25 with SEND.

OCC Local Offer website: www.oxfordshire.gov.uk www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer

SEND POLICY AND INFORMATION

We are an inclusive mainstream LEA Church of England Primary School that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014).

The SENDCo, **Mrs S Hiley**, can be contacted via the school office on **01993 775394** or Email: office.3125@st-kenelms.oxon.sch.uk.

Our SENDCo and class teachers track children's progress on a termly basis. We track the progress of all our learners and as professionals, we regularly discuss any concerns we have as well as celebrate achievement. We have robust systems in place and use data to support tracking and identifying needs.

Parents who have concerns about their children are encouraged to speak to their child's class teacher, who will then pass this information onto the SENDCo. The SENDCo will also meet with parents, via prior appointment. These can be made through the school office.

We identify SEND needs in children in the following ways:

- Observations and assessments in class setting
- Parental and teacher discussion
- Class teacher concerns discussed with SENDCo
- Ongoing observations and assessment, checking against age related expectations
- Support and advice from outside professionals (with parental consent)

Our staff meet to discuss the progress, engagement and conduct of learners within the school. Decisions are then made as to the most appropriate steps to take in order to support the learner, these decisions tie in with the school's graduated approach to meeting needs.

The school operates a regular four part cycle in order to identify children who may have special educational needs. This is through the process of:

- Identify and Assess (the child's needs)
- Plan (support)



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- Do (support/actions)
 - Review (outcomes)

This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the child in making good progress and securing good outcomes. This is known as the graduated approach.

SEND SUPPORT FOR CHILDREN

Our staff receive training and all of our teachers hold Qualified Teaching Status. We have a very experienced SENDCO and another member of staff is currently undertaking her National SENDCo Award.

Teachers are supported in catering for learners who may have difficulties with:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

We aim to ensure that all staff working with learners who have SEND possesses a working knowledge of the difficulty to help them in supporting access to the mainstream curriculum.

We will make reasonable adjustments to our practices in order to comply with the Equality Act (2010).

Having identified needs, we seek to match provision to the needs of our children. Our SENDCo monitors the impact of additional support through regular meetings and tracking of pupil progress and shares this information with the Governors Curriculum Committee regularly.

PARENTAL INVOLVEMENT IN SEND

At St Kenelm's Primary School we have an open-door policy where parents are invited to come in and speak to the SENDCo should they have concerns about the overall progress of their child. We believe in developing strong home/school links and are developing a culture that celebrates differences and diversity.

The school also has a regular cycle where parents of pupils with SEND are informed of their child's progress against academic and personal targets at SEND Review meetings which are held 3 times each year.

We have a School Association (SKSA) where parents can become involved in school life, we encourage all families to join this group or to become volunteers within the school. We also have parent governors who can take an active role in the overall running of the school including financial management, curriculum development and whole school improvement.



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We believe in supporting the development of parenting skills and work in collaboration with parents and other agencies.

We believe in partnering with parents to support a child's learning.

We encourage parental support through:

- Open door policy
- Pupil achievement and progress shared at parents' evenings
- SEND Plans shared with parents
- Teacher/SENDCo contactable via the office
- Regular SEND review meetings

CHILD INVOLVEMENT IN SEND

Every child is unique, many children and young people will have SEND of some kind at some time during their education. Some children and young people will need extra help for some or all of their time in education and training.

Our SENDCo and class teachers, through regular progress reviews, seek to identify children making less than expected progress given their age and individual circumstances, or who are not engaging in their learning. Parents are invited to share any concerns with staff. We aim to identify reasons why a child may be struggling with their learning.

With teacher and parental discussion (and pupil discussion if it is felt appropriate for their age) additional intervention will be provided if it is felt that a child may have special educational needs. These needs may be identified using a range of in house assessments and observations, or outside professionals may also be involved. This is always with parental consent.

Children and their families are fully involved and encouraged in establishing this support on a termly basis.

Children with an Education Health Care Plan (EHCP) will be invited to attend their Annual Review if appropriate.

PUPILS WITH DISABILITIES

We will strive to support any pupils with disabilities, whether this is a physical disability to an unseen disability, such as a hearing impairment. Reasonable adjustments and provision would be tailored to each unique child within our budget. Our site has good accessibility for wheelchair users and is all on one level. Our playground has a range of equipment and space so that all children can enjoy active playtimes, regardless of their abilities.

ARRANGEMENTS FOR ASSESSING AND REVIEWING CHILDREN'S PROGRESS TOWARDS OUTCOMES

Individual SEND Plans (Pupil Profiles/EHC Plans) are shared with parents, detailing the support provided for the term. Children's attainment and progress is shared with parents each term along with personal targets for their child.



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As appropriate, school may seek the support of external agencies including; CAMHS, Educational Psychologists, behaviour support, Speech and Language, Occupational Therapists and Communication and Interaction Support. This support is only sought-after agreement with parents.

TRANSFER AND ACCESS ARRANGEMENTS BETWEEN PHASES OF EDUCATION FOR CHILDREN WITH SEND

Induction is important to us and we invest time in welcoming our learners in a way that encourages them to feel a part of our setting. Each year we have an induction programme for all children new to Reception in September. As part of this process we include:

- Nursery visits for children
- Consultation with parents about children's needs and interests
- Induction meetings held for new children and/or parents
- Information about children gathered to share with teachers about each unique child

We have strong links with our feeder nursery school(s) and spend time meeting our new children in these settings before they start school in September.

For children with complex needs, a transition review with parents and agencies involved can be arranged to ensure a smooth transition. A transition plan is then agreed together.

When pupils transition between schools:

- If a child enters our school at the start or midway through the academic year from another school, then a transfer meeting will take place over the phone or in person
- Files will be transferred between schools to ensure information is shared
- A meeting will be arranged with the parents/carers, SENCO and class teacher to discuss the needs of the child and the provision required
- If needed, the child may have a period of transition to ensure they settle well
- The SENCO will then make contact with the external agencies involved (if applicable) to ensure support continues in our setting

TEACHING CHILDREN WITH SEND

Our Leadership Team lead on inclusive practice. They meet with staff each term and review every child's progress and identify any additional support needed. Additional support or interventions are reviewed each term in order to monitor their impact and to adjust them as needed.

At St Kenelm's Primary School we recognise that the quality of teaching within the classroom is the greatest influence over children's progress and we therefore invest in training to ensure our classrooms are an inclusive place to be. This academic year, all teachers and TAs will have the opportunity to attend training in Early Years Autism, Language Development, Signing and Emotional Regulation.



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We adopt a graduated approach to meeting the needs of all pupils through quality first teaching and our staff make reasonable adjustment to help include all children, not just those with SEND. For example, visual signs, symbols and timetables are provided throughout the school and all staff are encouraged to use communication friendly strategies, such as communication cards and now and next boards, where appropriate.

HOW WE ADAPT THE CURRICULUM AND LEARNING ENVIRONMENT FOR CHILDREN WITH SEND

At St Kenelm's Primary School we provide a challenging curriculum to meet the needs of all learners. Reasonable adjustments are made to accommodate all learning methods in order to include all learners. Staff differentiate the children's work, resources and support to enable access to the curriculum, however, the high expectations and aspirations for all pupils remain high. In addition, we liaise with external agencies such as speech therapists to deliver individual programmes of support in school, as recommended by the multi-professional agencies with whom we work.

Continued support by senior staff ensure the school continues to develop its inclusive ethos and training needs are identified from these observations.

EVALUATING THE EFFECTIVENESS OF PROVISIONS MADE FOR CHILDREN WITH SEND

We ensure that resources and interventions to support the children's learning/ and development needs are allocated within budget. We review the needs of the learners within the school and endeavour to put in place provisions in order to be able to cater for these needs. Our budget is allocated according to the higher needs funding allocation and is therefore carefully aligned to individual needs and our School Development Plan. Some of the funding the school received may go towards funding training so that in-house provision is based on quality first teaching and support.

Each term we review the needs of the cohort as a whole and then each individual pupil with SEND to see if provision needs to be amended.

INCLUSION OF SEND PUPILS WITHIN SCHOOL LIFE

The SEND policy (which can be found online on our policies page) promotes involvement of all our learners in all aspects of the curriculum. We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can join in with activities regardless of their needs. Different steps are taken to prevent children with SEND being treated less favourably than other children and some examples of these are:

- Global Citizenship - celebrating and recognising differences
- Celebration and recognition of all achievements in class and assemblies
- Effective differentiation in the classroom
- Practical and hands on learning opportunities
- Personal Development opportunities



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As needed, additional staff may accompany school trips so that learners with SEND can attend. Risk assessments are completed to ensure all reasonable adjustments are provided which will enable individual needs to be catered for on a trip. Registers are taken for all school activities and we actively monitor the engagement of learners across the school.

It's important to know that the leadership team and staff at St Kenelm's School hold high expectations and aspirations for children with SEND, with a commitment to each and every one of them meeting their full potential.

INVOLVEMENT FROM OTHER PROFESSIONALS IN SUPPORTING SEND PUPILS AND THEIR FAMILIES

When a child has specific needs, further to their educational needs, we may ask for the support and advice of outside professionals. Parents are invited to attend meetings with the professionals, where relevant.

We have established relationships with and work collaboratively with external partners to improve the outcomes for all pupils. These include:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Hearing Support
- Vision Support
- School Nurse
- Communication and Interaction Support
- Physical Disability Support
- Learner Engagement Team Support
- Child and Adolescent Mental Health Services (CAMHS)

ADMISSIONS FOR PUPILS WITH SEND

Children with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child would be incompatible with the efficient education of others, or the efficient use of resources.





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Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of the school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

ARRANGEMENTS FOR HANDLING COMPLAINTS FROM PARENTS OF CHILDREN WITH SEND CONCERNING SEND PROVISION

In the first instance if a parent has a concern, they are encouraged to speak to the class teacher.

If the matter cannot be resolved at this stage, then the SENDCo may become involved and a meeting convened so as to discuss the nature of the complaint and look for a resolution to the issue.

The Headteacher should be contacted if the above have not resolved the issue.

A copy of the school's complaints procedure can be found on our school website. The complaints procedure will outline the formal steps the school will take in handling each complaint.

Further information on the Local Authority's Local Offer can be found at <https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>

A link to the Equality Act 2010 is here: <http://www.legislation.gov.uk/ukpga/2010/15/data.pdf>

A link to SENDIASS () can be found here: <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>

SENDIASS provides information, advice and support on matters relating to children and young people with special educational needs and disabilities. The service is offered to parents and carers of children and young people aged between 0 and 25 years old.

SENDIASS provides free, confidential, impartial advice and helps parents play an active and informed role in their child's education.



Signed:  Chair of Governors

Signed:  Headteacher

Date: 05.10.20

Date of review: October 2022