St Kenelm's

C of E Primary School

Special Educational Needs and Disability Information Report
December 2022

Headteacher: Catherine Souch
SEND Governor: Kelly Way
SENDO: Hannah Staniford

About Our School

St Kenelm's School is an inclusive mainstream primary school which welcomes and celebrates diversity and inclusion. We offer provision for children with a variety of needs which fall under the four broad areas of need which are:

1. **Cognition and Learning Needs-** this includes children who have learning difficulties and specific learning difficulties like dyslexia, developmental coordination disorder DCD and dyscalculia.
2. **Communication and Interaction Needs** - this includes children who have speech language and communication difficulties including autistic spectrum conditions.
3. **Social, Emotional and Mental Health Needs**
4. **Sensory and/or Physical Needs** - this includes children who have visual or hearing needs, or a physical disability that affects their learning

Key Contacts and Information:

Our Special Educational Needs and Disabilities Coordinator is Hannah Staniford. She can be contacted on **01993 775394** or Email: office.3125@st-kenelms.oxon.sch.uk.

Our SEND Governor is Kelly Way. She can be contacted on office.3125@st-kenelms.oxon.sch.uk.

Our SEND Policy can be found on the school website.

What is a Special Educational Need?

A child or young person has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child or young person is considered to have a learning difficulty or disability if they: 'Have a significantly greater difficulty in learning than the majority of others of the same age; or Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age'.
(Code of Practice 2014)

How do we identify children with SEND?

We follow the Oxfordshire County Council's SEN Guidance to identity and assess children with additional needs. The guidance can be found here:
https://www2.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreneducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf

The guidance sets out:

- How we identify additional needs
- How we plan for children with additional needs and how we adapt our teaching
- How we can adapt our environment to meet the needs of children with additional needs
- How we review progress and create outcomes alongside parents/carers

In school, 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)

How do we adapt our curriculum for children with SEND?

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

Once we have identified that a child has Special Educational Needs, decisions are then made as to the most appropriate steps to take in order to support the learner. All children are entitled to receive Quality First Teaching and for many, this universal offer will be enough to meet their needs. Others will need more targeted and individualised support. Some examples of what this may look like are below:

All children will receive (Universal Offer):

- Quality First Teaching by from class teacher
- Access to multi-sensory resources
- Opportunities for small group and individual support to plug gaps in learning
- On-going assessments to monitor progress and attainment
- Creative curriculum adapted to take account of the needs of children

Some children will receive (Targeted Support):

- Small group or 1:1 interventions run focusing on areas of need or gaps in learning.
- Additional equipment as needed, including pencil grips; access to technology; coloured overlays.
- Access to visual supports such as timetables and task boards.

A few children will receive (Specialist Support):

- Timetabled access to Physiotherapy/ Occupational Therapy/ Speech and Language support, as directed by other agencies working with the child
- Individual timetables of support
- Access to more specialist equipment, including individual laptops/ipads
- 1:1 adult support for elements of the day

How do we involve parents/carers?

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.

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.

How do we involve children?

Where applicable, children are invited to share their views about their education and provision as part of the SEN review process which happens three times per year.
When applying for additional funding or Education Health Care Needs Assessments we always ensure we involve the child and that their voice is part of the process. Children with an Education Health Care Plan (EHCP) will be invited to attend their Annual Review if appropriate.

How do we support children with SEND as they transition to and from St Kenelm's?

When children join us in Reception:

We have strong links with our feeder nursery school(s). 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

When children leave at the end of Year 6:

We have strong links with local secondary schools. Psrt of our transition package includes:

- The Secondary School bringing past pupils to share their experiences and staff visit to allay concerns.
- Secondary School staff visits to St Kenelm's.
- Close laisons with the Head of Year 7 and parents to ensure the best approach for the child and follow a transition programme within school to support children moving to Secondary
- Regular meetings with Secondary School as part of transition
- Additional visits organised for children with SEND involving external agencies if appropriate

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, SENDCo 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 SENDCo will then make contact with the external agencies involved (if applicable) to ensure support continues in our setting

How do we adapt the curriculum and learning environment for pupils 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.

We will strive to support any pupils with disabilities. 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.

What expertise can we offer?

Our teachers and teaching assistants receive training each academic year on a range of educational areas. Our SENDCO holds the National Award for Special Educational Needs and Disabilities.

When a child has specific 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 SEND have different needs, but the general presumption is that all children with SEND 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 SEND 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 SEND 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.

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.

Bullying

St Kenelm's Anti-Bullying Policy ensures that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and is not tolerated at St Kenelm's. Bullying is defined as being "the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face and online." – Anti-Bullying Alliance.

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear account of the incident will be recorded on CPOMS.
- The teacher will interview all concerned and will record the conversations.
- Class teachers will monitor the situation and, if it persists, will advise the Assistant Headteacher or Headteacher.
- Parents will be kept informed.
- Punitive measures will be used as appropriate and in consultation will all parties concerned.

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with class teacher or member of staff of their choice
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the pupil

The following disciplinary steps can be taken:

- official warnings to cease offending
- detention
- exclusion from certain areas of school premises
- minor fixed-term exclusion
- major fixed-term exclusion
- permanent exclusion

Within the curriculum, the school will raise the awareness of the nature of bullying through inclusion in PSHE, circle time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour. The school participate in Anti-Bullying Week.

For further information, see the school's anti-bullying policy which is available on the website.

What do I do if I have a complaint concerning SEND provision for my child?

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 Links and Information

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/sendiass-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:

Date of review: