

SEND Information Report

September 2022 – 2023

Christopher Rawlins CE Primary School



Following Jesus' teachings about peace and love, we strive to develop our school family into people who will serve the community they live and work in with respect and compassion.

We encourage everyone to develop their unique talents, achieve their full academic potential and take pride in all they do.

This report sets out information about our provision for children with special educational needs (SEND). This report is updated annually.

About our school

Christopher Rawlins CE Primary School is a mainstream school which provides for children with a wide range of special educational needs including those with:

- **Communication and interaction needs;** this includes speech, language and communication difficulties including autistic spectrum conditions
- **Cognition and Learning needs;** this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia
- **Social, Emotional and Mental Health needs;** this includes children with neurodiverse conditions such as ADHD
- **Sensory and/or Physical Needs;** this includes children who have visual or hearing needs, or a physical disability that affects their learning

Our Special Educational Needs Co-ordinator (SENCo) is: Mrs S Druce. Mrs Druce can be contacted through the School Office: 01295 810497 or senco@christopher-rawlins.oxon.sch.uk

Our Governor with responsibility for SEND is: Mr D Roberts

Our SEND policy can be found here: https://www.christopher-rawlins.oxon.sch.uk/files/ugd/12f123_b4634b9b33c44dc7a29fc359fbbaf8b5.pdf

Our Equality and Accessibility Plan can be found here: [to follow](#)

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

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

- How we identify if a child 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.

Click here to read it:

http://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/Schools_SEN_guidance.docx

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

We will always contact parents if we have a concern that a child may have a special educational need. We work closely with children with SEND and their parents to

agree outcomes and how we will all work towards these, and then to review progress. We do this by:

- Pupil Profile review meetings three times a year
- Having regular home/school communication e.g. diaries, regular meetings or phone calls
- Keeping in regular contact by making informal contact at the beginning and end of the school day, and being available on the playground in the morning.

Adapting the curriculum

We offer a broad and balanced curriculum for all children including those with SEND. Details are published in our SEND policy on the school website. The way we adapt this for children with SEND is set out in the School Accessibility Plan. You can read it here: [to follow](#)

Some of the additional intervention groups we offer to support children with their Literacy skills including phonics, reading and writing are:

- Catch up ELS phonics
- Literacy Gold
- SNIP spelling programme
- Reciprocal Reading groups
- New Reading and Thinking

Some of the additional intervention groups we offer to support children with their language and vocabulary development are:

- Spirals groups
- Language for Thinking
- Treasure Trove

Some of the additional intervention groups we offer to support children with their Maths and number skills are:

- Numicon groups
- Number Stacks

Some of the additional intervention groups we offer to support children with gross and fine motor skills are:

- Write from the Start
- Start Write, Stay Right
- Warwickshire Occupational Therapy resources

Some of the additional interventions we offer to support children with social, emotional and mental health needs are:

- Nurture TA targeted one-to-one sessions
- Time to Talk
- Socially Speaking
- Starving the Anxiety Gremlin

What expertise can we offer?

Our SENCo works alongside our Headteacher Mrs Murrey to lead SEN across the school. Mrs Murrey has specialist training in Literacy Difficulties.

All staff have received awareness training in Autism, including additional sessions to support staff and students effectively. Some of our Teaching Assistants are trained to provide Occupational Therapy interventions and Speech and Language Interventions. During the academic year 2022 – 2023 staff received training in:

- Anxiety training
- Emotional regulation
- Use of social stories to support children with Autism
- Behaviour regulation training

All Teaching Assistants are trained to support the particular needs of the children with whom they work with.

Our SEND Governor attends training provided by ODST. Our SEND Governor makes regular monitoring visits to the school.

We also have access to a range of special support services including:

- Educational Psychology
- Communication and Interaction team, who support children with communication and language needs, sensory needs and physical needs
- Child and Adolescent Mental Health Services (CAMHS)
- Locality Community Support Service
- Children's Social Care

Information about these services and what they offer can be found on the Oxfordshire County Council SEND web pages:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/organisation.page?id=zqM-8kFrHo4>

We always discuss the involvement of specialist SEND services with parents first. 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 is tracked throughout the school during assessment weeks three times a year. This progress is then discussed as part of Pupil Progress meetings with teaching staff and the Headteacher. SEND provision is also included in the school's annual monitoring cycle through lesson observations, monitoring quality of Pupil Profiles, observations of Intervention groups and Learning Walks specific to SEND.

In addition, children with SEND are assessed at least twice a year using standardised assessments such as Neale Analysis of Reading Ability, Phonological Assessment Battery, Parallel Spelling Test or the Sandwell Early Numeracy Test.

We also use the QCA behaviour assessment tool, Strengths and Difficulties questionnaire and Boxall Profile to measure the progress of nurture and behaviour interventions for children with mental health, social and emotional difficulties.

In addition, for children with SEND, we regularly review progress towards agreed outcomes; assessing whether the support that has been in place has made a difference and what we need to do next. We evaluate this progress against age related expectations.

When we run Intervention programmes for groups of children, we assess how successful they have been and use that information to decide on how best to run them in the future.

The governing body receives reports six times a year as part of the Headteacher's report at Local Governing Body meetings. As well as summarising the needs and numbers of children at SEND support level the report evaluates the success of the education that is provided for pupils with SEND.

How are children with SEND helped to access activities outside of the classroom?

All children are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents 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>

Oxfordshire's accessibility strategy can be read at:

<https://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/SchoolsAccessibilityStrategy.pdf>

What do we do to support the well-being of children with SEND?

All children have the opportunity to share their views through the School Council representatives.

All classes have regular opportunities to check-in and are able to share with their class teacher how they feel each day. Children then benefit from 1:1 time with an adult if they have identified that they need additional support for that day.

We listen to the views of children with SEND through the pupil comment section on the Pupil Profile that is filled in with the child, or independently before a review meeting.

We take bullying very seriously. We help to prevent bullying of pupils with SEND by providing awareness and training to all school staff on the understanding of our anti-bullying policy, procedures and responsibilities. We regularly review school policies and ensure that all our pupils are protected from discrimination and bullying on the grounds of disability. As part of our whole school PSHE programme we have an anti-bullying week with themed activities and assemblies.

Joining the school and moving on

We encourage all new children to visit the school before starting. For children with SEND, where possible, we have planned transition meetings with the previous school to ensure that we are well prepared to meet the additional needs of the child starting at school. Where possible, we would plan staged transition visits with key members of staff to see the child in their current setting as well as visiting and spending time in our school.

We begin to prepare young people for transition into Year 7 by holding early Pupil Profile review meetings that a representative from the secondary school is invited to attend. Our Nurture Teaching Assistant, leads a transition programme for children with SEND who are moving to secondary school to ensure that they are appropriately prepared, independent and confident for their transition into Year 7.

Who to contact

If you have initial concerns about a child already attending our school, please contact their **class teacher** in the first instance. You can ring school on **01295 810497** to make an appointment.

You can contact our SENCo **Mrs Druce** either by phoning the school number 01295 810497 or emailing her at senco@christopher-rawlins.oxon.sch.uk

If you'd like to share feedback, including compliments and complaints about SEND provision contact: **Mrs Murrey**. We aim to respond to any complaints within 5 working days.

If you'd like advice from **Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)**. This is a free, confidential and impartial service for children and young people with SEND who live in Oxfordshire. Further information can be found at this link:

<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>

If you'd like to know more about opportunities for children and young people with SEND and their families, support groups or information about SEND these are listed in the **Family Information Directory**:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

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-and-disability-local-offer>

Our school has contributed to the county's Local Offer through attendance at training workshops and through trialling of new guidance and systems.

March 2023