

Wantage Church of England Primary School
Special Educational Needs School Report (Offer)
September 2023-24

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

About our school

Wantage CE Primary School is a fully inclusive school and provides for children 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 moderate learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- Social, Emotional and Mental Health needs; this includes children with anxiety, or ADHD.
- Sensory and/or Physical needs; this includes children who have visual or hearing needs, or a physical disability that affects their learning.

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

- Children are identified as having SEN(D) by:
 - Liaising with previous schools/settings, when children are already identified as needing additional support
 - Teachers raising concerns regarding the child's progress across the school's academic and social curriculum
 - Parents raising concerns about their child's development and progress
- The school will then gather together information about your child from class teachers, teaching assistants, parents, your child and perhaps outside professionals, and carry out further assessments, as needed, to build a profile of strengths and areas of need.
- Appropriate additional SEN(D) support will then be put into place to meet your child's individual needs.

How will I raise concerns if I need to?

- Contact your child's class teacher or the Special Educational Needs Coordinator (SENDCo) who is Mrs Morris-Hornby and raise your concerns with them (this can be done via emailing the school office or telephoning the school).

How will school staff support my child?

- All teachers are teachers of children with SEN(D) and your child's class teacher is responsible for planning, supporting and monitoring your child's progress across the curriculum.
- The SENDCo (Mrs Morris-Hornby) oversees targeted support and interventions as well as progress of all children who need additional support.
- Teaching assistants may also work with your child, either individually or as part of a group within the classroom or through targeted interventions.
- Each child with SEN(D) has a Pupil Profile which details their strengths and areas of need, along with some individualised support strategies. Each child will have SMART targets set termly in agreement with the class teacher, the pupil and parents. Your child's progress will be shared and reviewed with you via SEND Review meetings three times per year.

- We also have a pastoral team who work with children and their families supporting them with nurture and SEMH needs across the school.

Who will explain this to me?

- The class teacher will meet with parents of SEN(D) pupils at least 3 times per year to discuss your child's needs, support and review their progress. This will be part of a 'formal review' of your child's progress and will involve updating and reviewing your child's Pupil Profile. If your child has an Education Health Care Plan (EHCP) they will have an Annual Review where the plan will be reviewed once a year in addition to two further formal reviews during the year.
- For further information, the SENDCo (Mrs Morris-Hornby) is available to discuss SEN(D) support in more detail.

How are the governors involved, and what are their responsibilities?

- The school has an SEN(D) Governor (Caroline Haines). This Governor ensures, through regular monitoring and liaison, that the school's SEND policy is effective in practice throughout the school.
- The SENDCo reports to the governors to inform them about the progress of children with SEN(D). This report does not refer to individual children. Confidentiality is maintained at all times.

How will the curriculum be matched to my child's needs?

- We are committed to encouraging all children to become independent learners and to have a growth mindset with an 'I can' attitude to learning. We use Building Learning Powers (BLP) as a method of developing independent, resilient and reflective learners.
- Class teachers will provide scaffolding of learning and adaptive teaching to ensure the curriculum is taught to meet the needs of all children within their class.
- Class teachers, in liaison with Teaching Assistants, implement the support strategies detailed on your child's Pupil Profile and/or EHCP.
- By individually planning for your child, we aim to meet their specific need and ensure that they make progress across the curriculum.

How will I know how my child is doing and how will you help me to support my child's learning?

- When your child is identified as needing SEN(D) support, a Pupil Profile will be produced, in consultation with you as parents/carers, which details your child's strengths and areas of need, as well as support strategies and intervention programmes.
- Your child's progress is then monitored on a termly basis against personal targets and National curriculum levels for your child's age and stage.
- You will be invited to be involved with the formal review of your child's progress with the class teacher, three times per year and to contribute to planning for your child's support for the following terms.
- We believe that your child's education should be a partnership between parents and teachers and therefore you are welcome at any time to make an appointment with the class teacher and/or SENDCo to discuss any concerns you may have.
- Sometimes, we may refer to outside professionals, with your permission. You will receive reports from these visits which many include advice for how you can help support at home.

How will you help me to support my child's learning at home?

- Through the termly review meetings, we will share with you some ideas to support your child's learning at home. This may be supported through a home/school communication book which gives details of your child's learning each week.
- We may also provide workshops/booklets for parents, which focus on specific areas of the curriculum, such as phonics, handwriting, maths etc. or give more information about Special Educational Needs.
- Class teachers and the SENDCo will be happy to share ideas and resources with you at any time.
- Homework is differentiated to meet your child's individual needs when needed.

What support will there be for my child's overall wellbeing?

- We are an inclusive school. We celebrate diversity and provide a nurturing environment in which our all children can learn, be inspired, flourish and enjoy their time at school.
- All staff implement the school's detailed behaviour blueprint (which is available on the school website), which sets clear guidelines for rewards and sanctions across the school.
- We have 'The Nest', which can be used as a drop in facility by all children who need time to talk through their emotions with an adult or to regulate their behaviour until they are ready to return to learning. This includes access to sensory objects and activities as well as ways to promote mindfulness and reflection with the support of an adult.
- We also provide additional support for children who need to develop their social and emotional wellbeing through a wide variety of interventions which may include: Nurture groups following the Talk About programme, ELSA sessions, Social Communication groups and a variety of sporting activities. Trained teaching assistants may also support your child on an individual basis.
- For children with more complex Social, Emotional and Behavioural needs, Individual Behavioural Plans are written in collaboration with you and your child to detail specific support strategies and individual targets.
- The pastoral team meet weekly to discuss any children who have been identified as needing short or longer term support to monitor their well-being.
- We teach PSHE throughout the school using the Jigsaw PSHE scheme of work.

What support is there available for increasing attendance?

- Attendance is monitored on a daily basis by the office staff.
- Our Senior Home-School Link Worker, Mrs Tobin may contact you via telephone to offer support should there be any concern regarding your child's attendance.
- Pastoral meetings fortnightly with Mrs Boehm (Deputy Headteacher), Mrs Tobin (Senior Home-School Link Worker), Mrs Morris-Hornby (SEN(D)Co), Mrs Young (ELSA), Mrs Roberts (Nest Lead) as well as Class Teachers (as appropriate) to discuss attendance.

How does the school manage the administration of medicines and providing personal care?

- The school has a Medicines Policy (which can be found on our schools' website) regarding the administration of medicines on the school site. Parents should contact their child's class teacher and the school office if medication is recommended by health professionals to be taken during the school day. A Medical Care Plan may be written with the information you have given us to ensure that your child's needs are met. Our Medicines Policy will be strictly adhered to and followed in these circumstances. Most of our staff are first aid trained and they receive regular updated training on common medical needs including specific training in the administration of Auto-Injector pen

How will my child be able to contribute their views?

- Children's views are at the very centre of everything we do at school. Therefore, children are encouraged to express and share their views on a daily basis through discussions with Class Teachers and Teaching Assistants. They are also asked to contribute to the planning of their next steps during SEND reviews.
- Children may make comments on their annual school reports.
- Children are invited to attend Parents' Evenings.
- Children with EHCPs discuss their views, through a structured questionnaire, with teaching assistants or the class teacher and contribute to the planning of their next steps.

What specialist services and expertise are available at or accessed by the school?

- Our SENDCo is a qualified teacher, has experience and expertise in managing SEN(D) within school and has undertaken the NASENCo qualification.
As a school we work with any outside professionals that we feel are relevant to meeting the individual children's needs including:
 - Educational Psychology Service
 - Special Educational Needs Support Services (SENSS)
 - Child and Adolescent Mental Health Services (CAMHS)
 - Oxfordshire School Inclusion Team (OXSiT)
 - Therapy services
 - Early Intervention Children's Social Care
 - Communication and Interaction support
 - Speech and Language Team
 - Hearing and Visual Impairment Teams
- <https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer> This is a link to the Local Offer for Oxfordshire which you may find useful. It provides both school and parents with additional advice and guidance on what services/packages are available to support you and your child.

What training have the staff had in supporting children with SEN and disabilities?

- All our teachers hold Qualified Teacher Status (QTS) with the exception of any members of staff who are in training, for example those following a SCITT style qualification.
- Many of our teachers and teaching assistants (TAs) are Team Teach trained to support children who may present with challenging behaviours.
- TAs who deliver interventions will have received ongoing training and support to deliver support programmes. These include *Speech and Language*, *Communication and Interaction*, *Mental Health Support* and *Occupational Therapy* programmes from a relevant specialist advisory teacher or therapist.
- The majority of our TAs have received training in delivering phonics, guided reading and maths interventions and are competent at assessing and monitoring progress in these areas.
- We have a qualified ELSA who supports children 1:1 and in small groups.
- Our teaching staff and TAs have received training in how to support pupils with *Autism Spectrum Condition (ASC)* as well as many other areas of SEND.
- Our Pastoral Team consists of experienced staff who have been trained in how to support children who have experienced trauma and possible attachment difficulties.
- We offer our families direct support through the Family Links programme which is delivered by our pastoral care team. If your child has ASC, or is on the pathway for being

assessed, you may be invited to attend the PUFFIN or SWIFT course which is run by school staff with support from the Communication and Interaction Team.

How will my child be included in activities outside the classroom including school trips?

- A risk assessment is carried out prior to any offsite activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.
- Parents will be involved in the decision making about school trips and activities.

How accessible is the school environment?

- There is a school Accessibility Plan which can be found in the Policies section of the school website.
- There are disabled toilets large enough to accommodate personal care needs such as changing of clothes throughout the school.
- There is also a disabled access lift in order for wheelchair users to access the top floor.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

- We hold *School Entry Planning* meetings with the pre-schools for children with identified SEND on transfer to school to ensure a smooth transition. Information about other professionals working with your children will be shared at the meeting and appropriate plans made for their support to continue at school. Additional visits to school may be encouraged and transition books are used.
- Transition between year groups within school is supported by meetings with the new class teacher and TA. Your child may also receive a transition booklet for you to look at together over the summer.
- Teachers attend transition meetings at the end of the school year in order to pass important information about your child to their next class teacher.
- When children move from Wantage C of E Primary School to their secondary school, the SENDCo from each school meet, in conjunction with class teachers, to transfer all important information and to plan support. Often additional visits to the secondary school are planned, so that the children can get to know the new environment and the adults who will be supporting them. Parents are also encouraged to meet with the secondary school SENDCo. All paper and electronic records are transferred to the new school.
- If children move to another primary school, all important information will be transferred and where necessary the class teacher or SENDCo contacts the receiving school.

How are the school's resources allocated and matched to children's special educational needs?

- We have a team of highly skilled and trained TAs who are funded through our SEN(D) budget to provide targeted interventions to meet children's needs.
- The school may be able to apply for 'high needs' additional funding for children with the most complex needs. This funding is then used to ensure a higher level of support and resources for your child.
- In some cases, an application for an Education, Health and Care Needs assessment (EHCNA) may be applied for if your child has high, complex SEND needs. If this is something that may be required, our SENDCo, Mrs Morris-Hornby would liaise with you and explain the step by step process.

- The effectiveness of the extra provision is monitored by Governors via the Head Teacher's reports

How is the decision made about what type and how much support my child will receive?

- The decision making process is based on an Assess, Plan, Do, Review cycle which will involve school staff, parents, your child and outside professionals as necessary.
- If concerns are raised regarding your child's progress at the review stage, we will work in collaboration to ensure that more specialist assessment and/or provision is provided for your child.
- Should your child make good progress through the interventions and support given, then decisions may be made to remove support. Support would then be provided by the class teacher through Quality First Teaching.

What if I am not happy about a decision regarding my child's support? (Complaints Procedure)

- At every opportunity, it is our aim to work with parents to come to an agreement which meets the needs of a child. If you are unhappy about the provision/support provided for your child, we ask that you:
 - Firstly, share your concerns with the class teacher via emailing the school office / telephone discussion with the class teacher.
 - Then discuss your concerns with the SENDCo (Mrs Morris-Hornby) using the same means of communication.
 - If you are not satisfied with the response from the above, please arrange to speak to the Headteacher, Mr Andy Browne
 - If an agreement has still not been met on how best to support your child, please refer to the SEND Governor, Mrs Caroline Haines (contact via the school office)
 - Finally, if there continues to be an issue, the VAT has a Lead for Pupil Support, Leah Spiers, who can be contacted to discuss concerns and to assist in finding a way forward.
 - You may also like to make contact with SENDIASS (Special Educational Needs Independent Advisory Support Service). The contact details for this service can be found at the bottom of this report. They are able to offer free and independent advice.

Who can I contact for further information?

- The first point of contact would be your child's class teacher to share your concerns through emailing the school office or arranging an appointment in person.
- You could also contact our SENDCo, Mrs Morris-Hornby, through emailing or telephoning the school office.
- Additional information can be found in our SEND policy on our website.

Who should I contact if I am considering whether my child should join Wantage Primary School?

- Contact the school office to make an appointment to arrange a meeting and tour with the Head teacher - Mr Andy Browne, Deputy Head teacher - Mrs Boehm, Assistant Headteachers - Zoe Pike and Sarah Read or SENDCo, Mrs Morris-Hornby
- officewa@wantagece.vale-academy.org or telephone us on 01235 762396

Here are some useful websites to find additional information on SEND:

<https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/home.page>

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>

<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/sendias-oxfordshire/advice-parents>

*Updated by S. Morris-Hornby (SENDCo)
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