



Uffington Church of England Primary School

Head teacher: Mrs. Lisa Bradbury

SEND Information Report 2020 - 2021

These pages set out information about our provision for children and young people with special educational needs and disabilities (SEND). They are updated annually.

About our school

Uffington Primary School provides for children and young people 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 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

We are a mainstream primary school with 118 children on our role and 19% are children with SEND.

SNAST/SENCO (Special Needs Advisory Support Teacher/Special Educational Needs Co-ordinator) is Joanne Allott

Joanne can be contacted through the office phone on: (01367) 820296 or by email: office.3251@uffington.oxon.sch.uk

Our governor with responsibility for SEND is: John-Paul Roche who can be contacted through the school office.

Our SEND policy can be found on our school website under policies at <https://www.uffingtonprimary.org/key-policies.html>

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

The school uses Oxfordshire County Council's guidance 'Oxfordshire Guidance for Special Educational Needs (SEN) Support' September 2020

The guidance sets out:

- How we identify if a child or young person 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; and
- How we review progress and agree outcomes and involve you and your child in this.

Click [here](#) to read the Oxfordshire Guidance for Special Educational Needs (SEN) Support

Click [here](#) to read the Early Years Foundation Stage Oxfordshire Guidance for Special Educational Needs (SEN) Support

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

We will always contact parents if we have a concern that a child or young person may have a special educational need.

We work closely with children and young people with SEND and their parents to agree outcomes and how we will all work towards these, and then to review progress. We then review and monitor their progress in regular meetings and at parent consultation meetings. In addition to this many parents have frequent contact with their child's class teacher as well as the SNA/SENCO.

There are also opportunities for parents and children to contribute to our policies on SEND and Equality. We do this by parent questionnaires, focus groups and the school council and parents may speak to their child's teacher at any point during the school year.

Adapting the curriculum

We offer a broad and balanced curriculum for all children and young people including those with SEND. Details are published on the school website. School work is differentiated to provide challenge to children of all abilities.

Support given to children with SEND varies and is determined by the needs of the individual.

Support may include:

- Detailed assessments to determine the learner's individual needs;
- Small group or 1-1 intervention to support learning needs;
- Social groups;
- Nurture groups;
- Speech and Language Therapy;
- Motor Skills programmes
- Inclusive strategies to support sensory and emotional needs

Interventions may include Launch Into Reading Success, Direct Phonics, 'Every Child Writes', Project X and Phonic Books Accelerated Reading Programme, Pre- /Post teaching, Looking and Thinking, Bug Club, Lego Therapy, Social Stories and Precision Teaching

What expertise can we offer?

All teachers continually develop their practice and work closely with the SNAST to ensure pupils receive appropriate support.

Most of the staff are trained in First Aid. Teaching Assistants are trained to support the particular needs of the children they work with, and have regular opportunities to develop their role. We have close links with Fitzwaryn, our local Special School.

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

- Educational Psychology
- SENSS, who support children with communication and language, sensory needs and physical needs
- Child and Adolescent Mental Health Services (CAMHS)
- Oxfordshire School Inclusion Team
- Therapy services
- Locality and Community Support Service (LCSS) and Family Solutions Service(FSS)
- SNAST, Special Needs Advisory Teacher
- Home School Link Worker

Information about these services and what they offer can be found at The Local Offer on the [Oxfordshire County Council SEN web pages](#):

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 SEN provision is effective?

The progress of all children is tracked throughout the school using a system of National Curriculum statements related to age related expectations.

In addition, for children/young people with SEN we regularly review progress towards agreed outcomes assessing whether the support that's 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 special 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.

Information about how the governing body evaluate the success of the education that is provided for pupils with SEN is contained in the governors' annual SEND report.

How are children and young people with SEN helped to access activities outside of the classroom?

All children and young people 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 and young people 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 SEN in Oxfordshire in the Family Information Directory: <http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's accessibility strategy can be read [here](#)

What do we do to support the wellbeing of children/young people with SEN?

It is vital that the emotional wellbeing of children with SEND is closely monitored. The school continues to develop a sensitive, inclusive culture as part of our vision that everyone matters that recognises that children with SEND can be vulnerable to feelings of self-worth, bullying and social exclusion, and need to be supported and encouraged to develop in confidence and independence. The wide sharing of information about your child's needs and responses in school allows all staff to respond in the most supportive way possible.

Staff are aware of the impact of 'Lockdown' on children's well-being and have access to resources to support this.

All children have the opportunity to share their views through their school council representatives, pupil voice activities, collective worship and during classroom lessons.

We listen to the views of children with SEND by conducting pupil voice opportunities.

We take bullying very seriously. We help to prevent bullying of children with SEND by having a whole school positive behaviour strategy which is consistently applied, moral and social lessons including RE and PSHE, anti-bullying activities and collective worship. Any reports of bullying are taken very seriously and are dealt with by the school leadership team.

Joining the school and moving on

We encourage all new children to visit the school before starting, giving them the opportunity to meet the class teacher and pupils. For children with SEND, we ensure the SENCO and class teacher is aware of needs and review previous school records.

Some children may have a planned graduated transition into school.

We begin to prepare young people for transition into the next stage of their education by ensuring information and records are passed to the relevant class teacher. For some children a transition programme may be put into place. The SENCO and Year 6 class teacher ensure that children with SEND are given the opportunity for extra visits to the secondary school to help ensure smooth transition.

Who to contact

If you are concerned about your child, please contact their class teacher. Should it be required, the SENCO can be invited to attend the meeting.

If you'd like to feedback, including compliments and complaints about SEND provision please email the school office. We aim to respond to any complaints within five days.

If you'd like impartial advice from SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) contact details can be found [here](#).

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.

Oxfordshire's Local Offer contains lots of information for parents. Click [here](#) to see it: