



Special Educational Needs and Disability Information Report 2019-2020

OUR VISIONS AND VALUES

Our approach to the curriculum is to provide the highest quality provision, in all subjects, to inspire all our pupils to achieve their full potential and develop into knowledgeable, compassionate and forward-thinking citizens. At Clanfield Church of England Primary School we hold our pupils' holistic development in the same high regard as their academic attainment and achievements. We value the well-being and personal development of each individual pupil and member of staff and aim to provide a curriculum in which each member of our school family can thrive.

We trust this information report below, together with our SEND policy, provides you with details of our inclusive approach at Clanfield CE Primary School.

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://www.clanfieldprimary.co.uk/school-policies.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 K. Smith**, can be contacted via the school office on **01367 810257** or Email: office.3100@clanfield.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.



Clanfield CE Primary School

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)
- 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. The SENDCO has gained the 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

As well as having a NASENDCo qualified SENDCo, we also have staff that will have additional training in the following areas:

- Dyslexia
- Autistic Spectrum Disorder

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).



Clanfield CE Primary School

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 Clanfield Primary CE 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 Parent and Teachers Association (FOCs) 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 will host a number of curriculum events to help families understand what learning is expected and how they can best support their child's needs.

We believe in supporting the development of parenting skills and as such deliver workshops on site and work in collaboration with 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

- Parents evenings
- Parental workshops such as phonics and reading, e-safety and maths support

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.



Clanfield CE Primary School

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. A link to our [Accessibility policy is here, and also on our website:](#)

ARRANGEMENTS FOR ASSESSING AND REVIEWING CHILDREN'S PROGRESS TOWARDS OUTCOMES

Individual SEND 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.

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:

- Home/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 developed links with our feeder nursery school(s) and spend time meeting our new children in these settings before they start school in September.



Clanfield CE Primary School

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, Inclusion leader and/or 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 Inclusion leader 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 Clanfield CE 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 year academic year, all teachers and TAs will have the opportunity to attend Autism Level 1 training and Attachment and Trauma Training.

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.

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

At Clanfield CE 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-professionals 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 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
- Promotion of SEND awareness weeks e.g. National ASD awareness week
- Celebration and recognition of all achievements in class and assemblies
- Effective differentiation in the classroom
- Practical and hands on learning opportunities
- Personal Development opportunities
- Focus on an ethical, diverse and values driven curriculum

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 Clanfield CE School are champions of children with SEND, holding high expectations and aspirations for them, with a commitment to each and every one of them meeting their full potential.

SUPPORT FOR IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT

As a school we focus on 5 strands of development:

- Ethical Citizenship
- Inner Curriculum
- Attitudes and Skills for Life
- Self - Expression
- Relationships



Clanfield CE Primary School

We believe these strands help us to focus on both academic, but equally as important, the holistic development of our pupils. Including all pupils in activities to develop these strands within the curriculum endeavours to develop positive mental health and wellbeing.

Anti-bullying and E-Safety lessons are taught, as relevant to the children's age and we are developing a new robust PSHCE Curriculum in line with the 2020 Statutory Curriculum, again, to support the emotional and social wellbeing of all our pupils.

We have a zero-tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours. If parents have concerns, in the first instance they can talk with the class teacher. In addition, we have a pupil anti-bullying ambassador team within the school. Our Co-Head has also attended training on 'Learn Quality, Live Equal' aimed at tackling homophobic, bi-phobic and transphobic bullying.

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. ¹_{SEP}

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



Clanfield CE Primary School

- 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.

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.

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.

Where a resolution between the parent and school cannot be reached then parents will be advised to seek external support through the Parent Working Partnership.

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/sendias-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.



SCHEDULE 1

Information to be included in the SEN information report

1. The kinds of special educational needs for which provision is made at the school.
 2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.
 3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—
 - (a) how the school evaluates the effectiveness of its provision for such pupils;
 - (b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;
 - (c) the school's approach to teaching pupils with special educational needs;
 - (d) how the school adapts the curriculum and learning environment for pupils with special educational needs;
 - (e) additional support for learning that is available to pupils with special educational needs;
 - (f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and
 - (g) support that is available for improving the emotional, mental and social development of pupils with special educational needs.
 4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.
 5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.
 6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.
 7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.
 8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.
 9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.
 10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils
 11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.
 12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.
 13. Information on where the local authority's local offer is published.
-