

Beckley C of E Primary School

Church Street, Beckley, Oxford, OX3 9UT
Telephone: 01865 351416
Email: office@beckleyschool.com
Web: www.beckleyschool.com

Headteacher: Mr Mark Szortowski



SEND INFORMATION REPORT 2018-2019

The pages of this report set out information about our provision for children with special educational needs or disabilities (SEND).

About Beckley Primary

Beckley Primary School is committed to ensuring that every child achieves their full potential. As part of this process, our school provides appropriate support for children with a wide range of special educational needs including those with:

- Communication and Interaction needs;
- Speech, language and communication difficulties including autistic spectrum condition;
- Cognition and learning needs;
- Specific learning difficulties including dyslexia, dyspraxia and dyscalculia;
- Social, emotional and mental health needs;
- Multi-sensory needs;
- Visual or hearing needs;
- Physical disabilities that affect learning.

Beckley Primary School is a mainstream school with currently 8 children on the SEND register and 22 children on our internal Initial Concern Register. Our special educational needs and disability co-ordinator (SENDCo) is Laura Cockhill. She is employed for one afternoon a week to co-ordinate the provision of extra support and to carry out related assessments, monitoring and evaluation. Mrs Cockhill works closely with the Local Authority Inclusion Team and attends termly Inclusion Briefing meetings so that she is up to date with any new initiatives and can share these with relevant members of staff. She can be contacted by phone on 01865 351416 or by email on lcockhill@beckleyschool.com.

The Senior Leadership Team meet regularly to discuss provision for those pupils with SEND and the Governing body have an active involvement with monitoring the progress of these children. The link governor with responsibility for children with SEND is Vanessa Anderson.

Our SEND policy can be found here:

<http://www.beckleyschool.com/wp-content/uploads/2014/08/SEND-Policy-Jan-17.pdf>

Identifying and supporting pupils with SEND

Beckley School uses Oxfordshire County Council's guidance, 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings', to identify children who may have a special educational need or disability. 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, adapting our teaching accordingly;
- Ways in which we can adapt our school environment to meet each child's needs;
- How we review progress and agree outcomes.

Please click on the following link to read this document:

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>

The SENDCo works closely alongside the class teacher and parents to identify and assess whether a child may have an SEND and need to be added to the school's SEND register.

Identifying and supporting pupils with an Initial Concern

If a child falls behind age-related expectations and makes minimal progress, they are added to our Initial Concern register. We then use targeted interventions and support to diminish this difference, with the aim of removing pupils from the register after they have made accelerated progress and catch up with the expectations for their year group.

Working collaboratively with parents of children with SEND

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 with SEND and their parents to create a collaborative document called a Pupil Profile. Within this document, we mutually agree intended outcomes and how we will all work towards these, and then review progress at regular intervals. Pupil Profiles are shared with parents and updated at least three times each year, or more often if necessary. We communicate with parents in a variety of ways, including termly meetings, in line with parent evening meetings, using home/school diaries, telephone conversations and emails.

Adapting the curriculum

We offer a broad and balanced curriculum for all children and young people including those with SEND. Details of our curriculum planning are published on the school website. We are committed to encouraging all children to become independent learners and to have a growth mindset attitude to learning.

We believe in quality-first teaching in the first instance. We also use specialist intervention programmes including FFT Reading/Writing, Looking and Thinking and Precision Teaching to support the development of reading, language and literacy skills. We have a consistent approach to phonics teaching from Reception through to the end of Year 3 with daily small groups led by trained teachers and support workers. We use practical resources such as Numicon, Number lines and Arrow cards to support learners to develop skills in mathematical reasoning and calculation strategies, along with 1:1 Precision teaching sessions when necessary.

There are opportunities for all children in the school to take up learning challenges within classes through investigation and problem-solving activities. All children are encouraged to join extra-curricular clubs after school, including Gymnastics, Zumba, Football and Art clubs.

Training and Advice

Our SENDCo has extensive training in a variety of areas including Speech and Language, Autistic Spectrum Disorder and numerous intervention programmes. Our teachers and teaching assistants receive regular specialist training to enable them to meet the needs of specific pupils in their classes. This includes carrying out personalised programmes to support children with difficulties in motor control, speech, language and communication, social interaction and with emotions and behaviour. We have teachers and teaching assistants who have developed skills through training and experience working with children on the Autistic Spectrum. Staff have opportunities to attend courses run by the Local Authority and other outside agencies. All staff at Beckley School have basic awareness level training in Safeguarding. Most members of staff have been trained for First Aid and Epi-pen administration.

Teaching staff are kept updated in curriculum developments and changes through INSET and this is then delivered to Teaching Assistants at weekly meetings. Teaching Assistants are also invited to attend relevant INSET training. Teaching assistants are trained to support the particular needs of the children they work with through partnership with specialist advisory services.

The school has access to the advice and support of a variety of external support services and agencies including:

- The Oxfordshire School Inclusion Team;
- SENSS, an autism outreach service who support children with communication and language, sensory and physical needs;
- Educational Psychology;
- Speech and Language therapy;
- Occupational Therapy;
- Specialist advisors for a range of SEND;
- The School nurse team.

This multi-agency support provides valuable advice to the school in meeting the needs of specific pupils. We always discuss the involvement of specialist SEND services with parents to ensure a consistent approach at home and school to support the child. With the family's permission, we also work with other services and organisations that are involved with a family.

The Local Offer

Since September 2014, each Local Authority publishes a Local Offer which provides information for children and young people with SEND and their parents and carers in a single place. The Local Offer provides information on a number of issues, including:

- Special educational provision;
- Health provision;
- Social care provision;
- Training provision;
- Travel arrangements for children and young people to schools or college.

Please click on the following link for information about these services in Oxfordshire and what they can offer:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>

The Effectiveness of SEND Provision

An evaluation of SEND provision over the past year has shown that the majority of pupils make at least good progress in all areas. However our aim is to ensure that children with SEND make accelerated progress in order to diminish the attainment difference between themselves and other learners. The progress of all children is tracked through our rigorous assessment programme, which is monitored closely by the Senior Leadership Team, who then report to the Governing Body. The SENDCo liaises with class teachers and interventions are put in place to support pupils with specific difficulties and consolidate knowledge and understanding.

In addition, for children with SEND, we regularly review progress towards agreed outcomes on Pupil Profiles assessing whether the support that has been in place has made a positive impact and how we can adapt provision to continue progress. We also evaluate this progress against age-related expectations, personal targets and other measurable assessment packages. When we utilise a specific intervention for a child, we perform a baseline assessment before the intervention begins and we then re-assess regularly as the intervention progresses. This information allows us to evaluate how successful the intervention has been and how we can best adapt their use in the future. When necessary, we seek advice from external services and agencies to ensure that we are providing the best possible support for children with SEND.

Accessibility for pupils with SEND

Our teachers plan activities and educational visits, including residential, that are fully accessible to all pupils. As part of this process, they perform specific risk assessments where needed, in accordance with their duties under the Equalities Act 2010. We communicate with parents and children when planning educational trips so that there is a clear and consistent plan to support the specific needs of children with SEND, to enable them to participate fully in all aspects of the activity or visit. Our SEND Governor takes an active role in ensuring that all children are included within all aspects of the school curriculum.

All children have the opportunity to share their views through their school council representatives. We take bullying very seriously and we help to prevent the bullying of children with SEND through our focus on Values teaching. Teaching children to be safe on the internet is a priority and staff and pupils receive regular E-safety training.

Please click on the following link for information about activities and events for disabled children and those with SEND in Oxfordshire, as part of the Family Information Directory:

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

Transition for pupils with SEND

We encourage all children new to Beckley School to visit before starting their time here. For children with SEND, we offer the opportunity to attend an extra transition visit with the class teacher, SENDCo and Headteacher. The SENDCo then works closely with the nursery or from where the child is transferring.

During Year 6, children are given more responsibility and opportunities for independence. We begin to prepare children for transition into the next stage of their education by organising representatives from Wheatley Park School and other secondary schools to talk to the children here at Beckley. We also work alongside secondary providers to allow Year 6 children to visit their new schools prior to transition. In the case of pupils with SEND, we arrange additional transition visits for the most vulnerable pupils and we have excellent communication with the SENDCo of the receiving school, sharing relevant and useful information to help with the transition into Year 7.

Contacts

If you are concerned about whether your child may have a SEND, speak first with the class teacher. If you would like to discuss their school provision, please contact our SENDCo, Laura Cockhill by telephone on 01865 351416 or by email at lcockhill@beckleyschool.com. You can also contact our Headteacher, Mark Szortowski by telephone or by email at headteacher@beckleyschool.com.

If you'd like impartial advice from Oxfordshire's Parent Partnership Service now SENDIASS please click on the following link.

<https://www.oxfordshire.gov.uk/cms/public-site/sendiaass-oxfordshire-formerly-parent-partnership>

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

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

Laura Cockhill
SENDCo
21st September 2018