



West Oxford Community Primary School

West Oxford Community Primary School SEND Information Report

At West Oxford Community Primary School (WOCPS), we believe that all children have a right to a broad, balanced, relevant and differentiated curriculum.

We aim to:

- ensure that our curriculum is fully inclusive for all children, whatever their individual need
- promote positive attitudes and individual confidence, ensuring all children experience success
- identify, assess, record and regularly review pupils' special educational needs.
- encourage parents/guardians to be involved in planning and supporting at all stages of their child's development.
- make effective use of support services.

How will I know that the school will support my child?

Pupils' progress is constantly assessed through verbal feedback, marking, Assessment for Learning and formal assessments. Where progress is slower than expected, the first response is high quality, targeted teaching. All teachers are alert to emerging difficulties and respond early. In deciding whether to make special educational provision, the class teacher and SENCO will consider all the information gathered, alongside age-related expectations, and more specific will be carried out if deemed necessary, in accordance with Oxfordshire County Council's guidance '*Identifying and supporting Special Educational Needs in Oxfordshire schools and settings*' which can be found at: <https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationSecondarySchoolsGuidance.pdf>.

The information gathering will include an early discussion with the pupil's parents, and the pupil, where appropriate.

What should I do if I think my child has a special educational need or disability (SEND)?

Any concerns around your child's progress should first be discussed with their class teacher or SENCO.

What kind of SEND does the school provide for?

- **Communication and interaction:** Speech, language and communication needs
Autistic Spectrum Disorder including Asperger's Syndrome and Autism
- **Cognition and Learning:** Moderate learning difficulties
Specific learning difficulties e.g. dyslexia, dyspraxia, dyscalculia
- **Social, emotional and mental health difficulties:**
Behaviour reflecting underlying mental health difficulties e.g. anxiety, depression
Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder
- **Sensory and/or physical:** Hearing/visual Impairment
Physical disability
Multi-sensory impairment

How does the school meet the needs of pupils with SEND?

SEN support and resources are allocated according to need. The resources available include help from teachers, teaching assistants, the SENCO and external SEND specialists. Additional materials including physical resources, and adaptations to the curriculum and learning environment may be implemented. Trained TAs deliver one-to-one or small group interventions, appropriate to the needs of the child. The success of these is carefully monitored and the information contributes to adapting them in the future. We aim for the interventions to be short-term, and children are still fully included in class activities.

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
- Behaviour Support
- Child and Adolescent Mental Health Services (CAMHS)
- Oxfordshire School Inclusion Team
- Children's Social Care
- Play Therapy

What training have staff supporting students with SEND had?

All teaching staff and TAs receive ongoing training about a range of students' needs. The SENCO attends all relevant training and briefings to inform policy and practice within the school and has completed the National Award for SENCOs.

How does the school support social and emotional development?

WOCPS has regular Personal, Social and Health Education (PSHE) sessions for every class, where children are encouraged to share their views and concerns in a secure, respectful environment. If a teacher or TA feels a child needs further support in developing their social and emotional skills, they may be offered a programme of weekly 'nurture times' with a trained TA, to share their concerns and discuss ways to overcome anxieties, or play therapy, with a qualified therapist. WOCPS runs an annual Anti-Bullying Week, in which all pupils participate. Other concerns are dealt with in accordance with the Positive Relationships and Behaviour Policy.

How will I know how my child is doing?

The parents of all students receiving SEN Support will be invited to review their child's progress three times a year, with additional meetings arranged as necessary at parents' or teachers' requests. Pupils may also be invited to attend the meeting. The purpose of these

meetings is to discuss progress and plan for pupils' ongoing education. Reviews may take place as part of the twice-yearly Parent Consultation Evenings.

How will my child be included in activities outside of the classroom?

West Oxford Primary School has an inclusive ethos and we strive to ensure that all students have equal access to the opportunities available in school. This includes making the necessary reasonable adjustments to allow all students to take part in extracurricular clubs and trips. We recognise that the needs of children and young people are best met alongside their peers, and encourage all students to take a full and active part in the life of the school.

What happens when my child joins and leaves WOCPS?

All new families are encouraged to visit the school before starting. For children with additional needs, relevant staff will visit them in their previous setting and meet any external professionals involved with them prior to their arrival. Parents are invited to talk with prospective teachers and the SENCO to develop relationships, so that both children and parents feel confident and comfortable about embarking upon a school career at West Oxford.

At the end of each academic year, transitions to the next class are carefully thought through and considerately managed, to alleviate any anxiety for pupils.

During Year 6, pupils are prepared for transition into the next stage of their education through open and honest class discussions during Personal, Social and Health Education (PSHE), transition booklets, visits to receiving school and talks from secondary school staff.

Who can I contact for further information?

Suzi Batterton, Special Education Needs Co-ordinator, is available to answer queries on 01865 248862.

SENDIASS (Special Educational Needs and Disability Information Advice and Support Service) offer impartial advice to parents:

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

Oxfordshire's Local Offer also contains useful information:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-sen>