

SEN Information Report

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

About our school

Stadhampton 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
- Sensory and/or Physical needs;
this includes children who have visual or hearing needs, or a physical disability that affects their learning

Our special educational needs co-ordinator (SENCo) is: Mrs N Stafford

The SENCo can be contacted on: nstafford@stadhampton.oxon.sch.uk

Our governor with responsibility for SEN is: Mrs E Cook

Our SEN policy can be found here: <https://www.stadhampton.oxon.sch.uk/special-educational-needs-and-disabilities>

Our Equality Scheme and Accessibility Plan can be found here: <https://www.stadhampton.oxon.sch.uk/policies-1>

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

The school uses Oxfordshire County Council's 'SEND Indicators Tool' and 'Ordinarily Available SEND Provision' document which show:

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
- How we review progress and agree outcomes and involve you and your child in this.

Click [here](#) to access the primary and secondary SEND Indicators Tool

Click [here](#) to access the Early Years SEND Indicators Tool

Click [here](#) to read the Ordinarily Available SEND Provision document

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 SEN and their parents to agree outcomes and how we will all work towards these, and then to review progress. We do this: by termly meetings, in line with parent evening meetings, using home/school diary, scheduled phone calls etc

There are also opportunities for parents and children to contribute to our policies on SEN and Equality. We do this by: parent focus groups, school council, young people's consultation activities etc.

Adapting the curriculum

We offer a broad and balanced curriculum for all children and young people including those with SEN. Details are published on the school website. The way we adapt this for children with SEN and disabled children is set out in the School Accessibility Plan. You can read it here: <https://www.stadhampton.oxon.sch.uk/policies-1>

We use intervention programmes including phonics based ones linked to our whole phonics programme to support the development of language and literacy skills in all year groups.

What expertise can we offer?

Our SENCo holds a NASENCO qualification, and has specialist training in de-escalation, gestalt speech and language learning, colourful semantics, PDA, Trauma informed practice – PACE,

All staff have basic awareness level training in gestalt, colourful semantics, PDA
Teaching assistants are trained to support the particular needs of the children they work with.

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

Therapy services

Early Intervention

Children's Social Care

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages:

[Special Educational Needs | Oxfordshire Schools](#)

We always discuss the involvement of specialist SEN 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 through termly assessments and analysis of the information the assessments provide. We also use Provision Map to support our tracking of children on our SEND register.

In addition for children 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.

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](#):

Oxfordshire's accessibility strategy can be read at: [OCC Schools Accessibility Strategy](#)

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

All children have the opportunity to share their views through their school council representatives and pupil voice activities.

We listen to the views of children/young people with SEN by talking directly with the children and their families about their experiences at school and in the wider community.

We take bullying very seriously. We help to prevent bullying of children/young people with SEN by ensuring that all children take part in PSHE sessions, that children are explicitly taught about bullying – what it looks like and what you should do if it happens to you, and offering intervention sessions or time to chat for SEND children who may require additional support.

Joining the school and moving on

We encourage all new children to visit the school before starting. For children/young people with SEN we offer open mornings, the opportunity for a meeting with the Headteacher and a personalised walk round, time in the classroom and meetings with parents.

We begin to prepare young people for transition into the next stage of their education by meeting with their previous setting or the next school, offering additional transition sessions, offering link work with the next school, liaising with the any additional support staff (Communication and Interaction team worker) prior to the move to a new school.

Who to contact

If you are concerned about your child please contact: Mrs N Stafford, School SENDCO on nstafford@stadhampton.oxon.sch.uk

If you'd like to feedback, including compliments and complaints about SEN provision please follow our complaints procedure which can be found here <https://acertrust.org.uk/key-information/policies> or contact Mrs N Stafford, School SENDCO on nstafford@stadhampton.oxon.sch.uk . We aim to respond to any complaints within 10 school days.

If you'd like impartial advice from Oxfordshire's parent partnership service SENDIASS contact [SENDIASS Oxfordshire – Provide Support to people with SENs in Oxfordshire](#)

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