

Stadhampton Primary School SEND Information Report 2024 – 2025

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

SENDCo: Mrs Nichola Stafford

Contact: 01865 890370 or nstafford@stadhampton.oxon.sch.uk

SEND Governor: Dr Lisa Smith

Contact: 01865 890370 or office.2455@stadhampton.oxon.sch.uk

Local Offer Information:

<https://www.oxfordshire.gov.uk/residents/children-education-andfamilies/education-and-learning/special-educational-needs-anddisability-local-offer>

SEND Policy: available from the SENDCo, school office or is available on the school website.

Number of Pupils receiving SEND support: 7

Number of Pupils with an EHC Plan: 2

About Our School

Stadhampton School is a mainstream school which provides for children with a 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 such as 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.

At Stadhampton school we recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential. We recognise that children are individuals and that each one has needs special to him or her.

SEND report September 2024. Next review due September 2025

We aim to:

- ensure that our curriculum is responsive to 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

Our linking policies can be found here:

Accessibility - <https://primarysite-prod-sorted.s3.amazonaws.com/stadhampton-primary-school/UploadedDocument/b5bb98ea-8a49-45bd-a09c-ae6a8d0f9481/accessibility-plan.pdf>

Equality - <https://primarysite-prod-sorted.s3.amazonaws.com/stadhampton-primary-school/UploadedDocument/515633ae-45a6-4a9f-836e-1c5182ae8649/equality-policy-23.pdf>

SEND - <https://primarysite-prod-sorted.s3.amazonaws.com/stadhampton-primary-school/UploadedDocument/c05824ae-c8cb-4f89-9b9a-a20ca372a542/send-policy-may-2024.pdf>

Identifying and giving extra support to pupils with SEND

The school uses Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings.'

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, 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

This information can be found here:

https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/Schools_SEN_guidance.pdf

Working with pupils and parents/carers

- we will always contact parents if we have a concern that a child may have a special educational need
- we work closely with children with SEND and their parents to agree outcomes and how we will all work towards these and then to review progress
- targets are set in reading, writing and maths for each pupil, which are monitored termly
- parents of children with SEND are invited to termly review meetings, where appropriate
- children with EHC Plans have an annual review, where progress is discussed, and targets set. Children are invited to contribute to this review. The targets of children with EHC Plans are reviewed termly
- an annual report to parents/carers is written by the class teacher which details the achievements, strengths and areas of development in the different curriculum areas
- additional support may be provided after discussions with key staff, parents/carers, pupil and where relevant, external agency
- the school will seek external support/advice for children continuing to experience significant difficulty – this may involve an application for an Education Health and Care Plan assessment
- school staff may informally discuss progress with parents/carers as needed

Adapting the curriculum

We offer a broad and balanced curriculum for all children including those with SEND. Details are published on the school website.

- class teachers are responsible for the learning of all children in their class and they ensure all children receive High Quality Teaching
- teachers are skilled at adapting and differentiating the curriculum to take account of individual pupil needs
- teachers consider different learning styles and use them to ensure they meet the needs of all the children in their class
- first-hand experience through visits are explored when topics are planned
- grouping arrangements are organised carefully to maximise learning opportunities for all
- additional adults may be used to support groups, but independence is encouraged
- children may be identified as benefitting from intervention programmes. Progress within these programmes is carefully monitored
- a range of intervention programmes in the areas of literacy, numeracy, communication skills and behaviour are available to support individuals and groups, and there are staff trained to

deliver them. The use of intervention programmes complements the High Quality Teaching that all children receive

- the effectiveness of the intervention programmes is monitored by assessing their impact. Intervention programmes are continually under review
- advice from educational agencies such as:
Oxfordshire School Inclusion Team,
Special Education Needs Support Service,
Educational Psychology,
Communication and Interaction,
Speech and Language Therapy,
Occupational Therapy
Child and Adolescent Mental Health

Access to learning and the curriculum

- children are involved in their own learning and can feed into the topic
- children are aware of their targets and next steps. They receive feedback on progress towards targets through discussions with teachers and diagnostic marking. Self-evaluation is also encouraged
- daily phonics lessons across Foundation Stage and Key Stage 1
- lessons are adapted to meet the needs of all learners
- ICT is used to support learning, including computer programmes
- some identified pupils may be allocated support staff
- external agencies can provide advice and may offer individual or group tuition depending on a pupil's individual need
- all classes have a timetable on display which details the daily planned activities. Some pupils have their own visual timetable
- the school's physical environment is accessible to all learners, including those with disabilities
- reasonable adjustments are made to help pupils to learn. For example, some pupils may use special equipment such as IT

Access to premises and facilities

The following facilities are in the school to assist children with disabilities to move around the building and take part in lessons:

- the building and playground are accessible to wheelchair users

- disabled toilet
- classrooms off a central hall
- awareness of sensory issues
- reasonable adjustments are made by staff to ensure children with disabilities can access all lessons
- trips will be planned to consider the needs of children with disabilities transition preparation

Monitoring provision

The progress of all children is tracked throughout the school through assessment three times a year.

In addition, for children with SEND we regularly review progress towards agreed outcomes assessing whether the support that has 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 individuals or 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.

Governors are provided with attainment and progress information. They act as 'critical friends' and challenge staff to use their best endeavours to raise standards further.

Wellbeing of pupils with SEND

At Stadhampton School there is a strong ethos of pastoral care and an awareness of vulnerable groups. We take bullying very seriously; our behaviour policy can be read on our school website.

All classes follow structured PSHCE (Personal, Social, Health and Citizenship Education) lessons, and teachers identify children who would benefit from interventions to help their social/emotional skills.

Staff have been trained on e-safety and cyber bullying, and this is addressed at an age appropriate level.

There may be additional transition preparations for SEND pupils.

Access to tests and assessments

- year 6 pupils may be assessed to determine whether individuals may qualify for additional time or a scribe

- some pupils may access statutory tests (Year 2 and 6) in a smaller environment and receive support for reading or writing as appropriate and to comply with test guidelines
- school adheres to current access arrangements for Key Stage 1 and 2 statutory tests
- class teachers will inform parents/carers whether their child qualifies for additional support or time to access tests

Transition

The school helps pupils to manage change and settle with confidence as they move between classes and schools by:

Early Years Transition

- all Reception children are invited to visit the school before they start
- SENDCo and/or class teacher attend transition meetings for pupils with SEND making the transition from pre-school to Reception. Extra visits during the term before starting school may be set up as needed

Moving on at Year 6

- key staff and often some students from the secondary school visit to speak to the Year 6 pupils transferring to their school
- all pupils in Year 6 are invited to at least one familiarisation day at their secondary school. Children are prepared for the visit and given information in advance as necessary
- additional visits to the secondary school may be arranged for individuals or groups as needed
- transition arrangements are planned at Year 6 Education, Health and Care Plan reviews. Secondary schools are invited to attend
- SENDCo passes SEND information to receiving schools
- a planned programme of transition, which may include mentoring to help prepare individual pupils when needed
- class teacher/SENDCo meets with key staff from new school
- pupil profiles/communication passports for identified pupils are written for pupils to share with secondary schools

Moving Schools

If your child is moving to another school, we will:

- contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child
- make sure that all records about your child are passed on as soon as possible, including a pupil profile/communication passport if applicable
- make a transition book/social story for them if we feel it will help to prepare them

If your child joins us from another school, we will:

- contact the school SENDCo to find out any special arrangements or support that needs to be made for your child
- meet with parents to discuss any concerns and plan any support

Working with other agencies

Stadhampton school has access to a range of specialist support services including:

Educational Psychology

Special Educational Needs Support Services (SENS), who support children with communication and language, sensory needs and physical needs

Behaviour Support Services

Child and Adolescent Mental Health Services (CAMHS)

Oxfordshire School Inclusion Team

Early Intervention

Occupational Therapy

Speech and Language Services

SEN and Disability Information, Advice and Support Service (SENDIASS) – formerly Parent Partnership

The SENDCo liaises with class teachers and parents to prioritise referrals to these services.

Referrals to services may also come about following pupil review meetings. Staff (usually the SENDCo or class teacher) discuss the referral to a service with parents/carers. Parents/carers views will be sought, and they may be invited or can request to meet with the service. Reports and recommendations are shared with parents and expected outcomes and strategies to meet those outcomes are planned.

Who to contact?

Your child's class teacher is the first point of contact. They monitor the progress of each child and liaise with key staff about interventions needed. Please see the SEND Policy for further guidance.

If you would like impartial advice from SENDIASS (Formerly Oxfordshire's Parent Partnership Service) contact https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/service.page?id=OxZ3FE2HK_c

If you would 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 Family Information Directory: <http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>