

## FRINGFORD C.E. PRIMARY SCHOOL

### SEND INFORMATION REPORT

This report sets out information about our provision for children with special educational needs (SEND). This report is updated annually.

#### **About our school**

Fringford Primary School is a mainstream school that provides for children with a range of special educational needs including those with:

- Communication and interaction needs; this includes 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: Vanessa Benjamin-Smith

Our Governor with responsibility for SEND is: Meryl Daniell

Our SEND policy and our Equality and Accessibility Plan can be found on the school website.

#### **How do we identify and give extra help to children and young people 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 how to involve you and your child in this process.

#### **How do we work with parents, children and young people?**

We aim to work closely with parents of children with SEND in order to agree outcomes and decide how we will all work towards these, and then to review progress. We do this by:

- Arranging Pupil Profile review meetings at least three times a year
- Using home/school diaries where appropriate
- Keeping in regular contact by making informal contact at the beginning and end of the school day, and being available for planned meetings (arranged via the School Office) at all other times.

## **Adapting the curriculum**

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

Some of the intervention groups we offer to support children with their additional learning needs are:

Phonological Awareness Training (PAT)

Key stage 2 phonics intervention programme

Code X

Talk boost

Language for Thinking

Narrative Intervention

Catch-up Literacy

Rapid Write

Catch up Maths

Motor Skills United

Write from the Start

Start Write, Stay Right

Emotional Literacy Support

Silver SEAL group

## **What expertise can we offer?**

Our SENCo is an experienced teacher who has worked in both mainstream and special schools and across all age ranges.

Our SEN Governor attends annual training provided by Governor Services.

We also have access to a range of special support services including:

Educational Psychology

SENSS, who support children with communication and language needs, sensory needs and physical needs

Child and Adolescent Mental Health Services (CAMHS)

Therapy Services, including Speech and Language therapists

Early Intervention Hub

Children's Social Care

Information about these services and what they offer can be found on the Oxfordshire County Council SEND web <https://www.oxfordshire.gov.uk/cms/public-site/support-services-send>

We always discuss the involvement of specialist SEND 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 SEND provision is effective?**

The progress of all children is tracked throughout the school across the year and specific assessments may be scheduled additionally as required. Individual and Cohort progress will then be collected and analysed by the Headteacher and the SENCo. The Headteacher and/or SENCo also regularly carry out lesson observations, learning walks and book scrutinies, monitor Pupil Profiles and observe Intervention groups in order to ensure that both quality first teaching and effective SEND support remains in place.

Where specific interventions are carried out, progress is monitored at the beginning and end of a limited time period in order to ensure appropriateness and effectiveness.

If we ask outside agencies for additional support, they may use specific standardised assessments and the results of these will be used to plan individualised learning programmes. Again, progress will be carefully reviewed and targets will be adapted accordingly.

The governing body receives an annual SEND report. This report summarising the needs and numbers of children at SEND support level and evaluates the effectiveness of our provision for pupils with SEND.

### **How are children with SEND helped to access activities outside of the classroom?**

All children are included in activities and trips following risk assessments in accordance with our duties under the Equalities Act 2010. We talk to parents when planning trips so that everyone has clear understanding of what will happen and any necessary adaptations that will be required.

There is information about activities and events for children with SEND in Oxfordshire in the Family Information Directory <https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/home.page>

### **What do we do to support the wellbeing of children with SEND?**

All children have the opportunity to share their views through the School Council representatives, with their class teachers and teaching assistants and via our Emotional Literacy Support Assistant.

We consider the views of children with SEND through the pupil comment section on the Pupil Profile that is completed at review meetings.

We take bullying very seriously. We aim to prevent bullying of pupils with SEND by providing awareness and training to all school staff on the understanding of our anti-bullying policy, procedures and responsibilities. We regularly review school policies and ensure that all our pupils are protected from discrimination and bullying on the grounds of disability. As part of our whole school PSHE programme we have an anti-bullying week with themed activities and assemblies.

### **Who to contact?**

If you have initial concerns about a child already attending our school, please contact their class teacher in the first instance. You can ring school on 01869 277397 to make an appointment.

You can contact our SENCo via the school office by phone or email:  
[office.3083@fringford.oxon.sch.uk](mailto:office.3083@fringford.oxon.sch.uk)

September 2016