



Fritwell CE Primary School

SEND Information Report

This report sets out information about the ways in which Fritwell CE Primary School meets the provision for children and young people with special educational needs and disabilities (SEND). It is updated annually.

About our school

Fritwell 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
This includes children who may have behaviour difficulties relating to emotional conditions such as anxiety, depression, trauma or insecure attachment.
- Sensory and/or Physical needs
This includes children who have visual or hearing needs, or a physical disability that affects their learning.

We are a mainstream primary school of 150 pupils (which includes 13 nursery pupils) where our six core values (Respect and Compassion; Personal Success and Humility; Inspired Minds and Wisdom; Confidence, Self-Belief and Endurance; Love and Agape; Community, Citizenship and Service) are central to the school ethos and learning culture.

About our SENDCo

Our SENDCo is Mrs Jo Ejiogu. The SENDCo is part of the Senior Leadership Team and oversees the provision and monitoring of children's learning and progress throughout the school.

The SENDCo can be contacted via the school office:

Tel: 01869 345283

Email: office.3065@fritwell.oxon.sch.uk

Our governor with responsibility for SEND is Mrs Rebecca Kyte.

Our SEND policy can be found on the school website or is available from the school office.

Our Equality Scheme and Accessibility Plan are available from the school office.

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

The school uses Oxfordshire County Council's guidance for Special Educational Needs Support which was updated in September 2019.

The guidance sets out:

- 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 on the link below to read it:

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

How do we work with parents and children/ young people?

The partnership between school and home is important to us at Fritwell School. We work closely with children and young people with SEND and their families to agree outcomes and how we will all work towards these, and then to review progress. We do this by:

- holding termly meetings (or more if necessary) to review pupil progress
- additional meetings in line with parent evening meetings
- scheduled phone calls etc
- ensuring parents are able to speak to class teachers at mutually convenient times regarding any concerns
- during the current Covid restrictions, we have used Microsoft Teams to enable us to meet with parents

Appointments can be made to see class teachers or the SENDCo by contacting the school office.

Adapting the curriculum

We offer a broad and balanced curriculum for all children and young people including those with SEND. 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. It is available from the school office. Teachers are responsible for the progress of all children. Lessons are differentiated where appropriate, to meet the needs of all learners and to promote independent learning. The school offers intervention programmes in addition to the core curriculum to boost and support children's learning. These are delivered by a teacher or trained TA and are monitored by the SENDCo and Headteacher. These interventions may support a particular aspect of learning such as reading comprehension or maths but we also offer nurture groups and Play Therapy to enable children to develop communication and social skills and increase their self-esteem.

What expertise can we offer?

Staff training is undertaken in various aspects of SEND according to the needs of the children to ensure that the provision and support given to pupils is appropriate and effective. The training needs of staff are reviewed as part of the CPD process in school. Teaching Assistants are trained to support the particular needs of the children they work with.

We 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
- Child and Adolescent Mental Health Services (CAMHS)
- Therapy Services
- Early Intervention (LCSS)
- Children's Social Care
- Home School Link Worker

Information about these services and the Local Offer can be found on the Oxfordshire County Council SEND web pages

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

We always discuss the involvement of specialist SEND services with parents first to obtain consent. 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/young people is tracked throughout the school through the use of Milestones.

In addition, for children/young people with SEND we regularly review progress towards agreed outcomes through the use of provision maps. We assess 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 and our school tracking system (Milestones).

Intervention programmes for groups of children are reviewed, developed and improved as necessary to support the needs of the pupils.

Information about how the governing body evaluates the success of the education that is provided for pupils with SEND is contained in the governors' annual SEND report.

How are children and young people with SEND 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 SEND in Oxfordshire in the Family Information Directory:

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

Oxfordshire's accessibility strategy can be read at:

<https://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/SchoolsAccessibilityStrategy.pdf>

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

All children have the opportunity to share their views through their school council representatives (Primary Leadership Team). We listen to the views of children/young people with SEND by talking to them at review times about their learning and wellbeing. We take bullying very seriously. We help to prevent bullying of children/young people with SEND by following our school behaviour policy and anti-bullying policy, by having regular collective worship themes around the issues of respecting and valuing all and by raising issues within PSHE lessons. We also have a dedicated week linked to anti-bullying. Our Home School Link Worker supports individual children and families and offers Play Therapy along with support in other areas such as parenting using the Family Links approach.

Joining the school and moving on

We encourage all new children to visit the school before starting. For children/ young people with SEND, we can offer additional transition days where necessary to allow children to feel familiar with the school before coming full time.

We begin to prepare young people for transition into the next stage of their education by holding transition meetings with secondary schools and completing transition activities related to moving on. In some instances, a TA can accompany a child to their secondary school to help with settling in.

Who to contact

If you are concerned about your child, you should contact the class teacher in the first instance and then Mrs Ejiogu (SENDCo) or Mr Hart (Headteacher).

If you would like to give feedback regarding SEND provision, please contact either Mrs Ejiogu or Mr Hart.

If you would like impartial advice from Oxfordshire's SENDIASS team (formerly Parent Partnership), contact:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/information-advice-and-support-parents-and-children-about-sen/sendiaass-oxfordshire>

In the event of a formal complaint concerning SEND provision, parents/ guardians are advised to contact the Head Teacher and follow the Oxfordshire LA procedure in the first instance. Parents may also contact the Governing Body.

If you'd like to know more about opportunities for children and young people with SEND and their families, support groups or information about SEND these are listed in the Family Information Directory: <http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>