



School SEND Information Report

This report sets out information about the ways in which Sunningwell C of E Primary School meets the provision for children and young people with special educational needs and disability (SEND).

About our school:

Sunningwell C of E 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;**

This includes children who may have behaviour difficulties relating to emotional conditions such as anxiety or depression,

- **Physical and/or Sensory needs;**

This includes children who have visual or hearing needs, or a physical disability that affects their learning

As a school with a strong Christian ethos, we acknowledge and celebrate the fact that each child is unique and is a valued part of our school community.

About our SENCo:

Our special educational needs coordinator (SENCo) is our Deputy Head Teacher Mrs Dell. She is a qualified teacher and holds the National Award for SEN Coordination.

She works closely with the Head teacher and the SENCo administrative coordinator to oversee the provision and monitoring of children's learning and progress throughout the school and to support the families of those children with special educational needs.

The SENCo can be contacted by calling the school office:

Tel: 01865 739378

E mail: office.3242@sunningwell.oxon.sh.uk

Our special educational needs administrative coordinator is Mrs Givinchi.

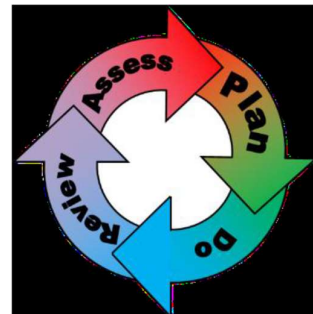
Our SEND policy can be found on the School Website or is available from the School Office.

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

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

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 process.

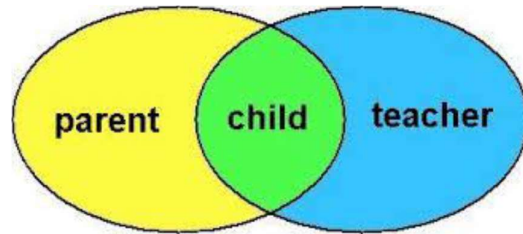


Click on the link here to read it:

[CompilationFoundationYearsandPrimary.pdf \(oxfordshire.gov.uk\)](#)

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

The partnership between school and home is important to us at Sunningwell C of E Primary School. We will always contact parents if we have a concern that a child or young person may have a special educational need and no child goes onto the school's Special Needs register without the full consent of the child's parents or guardian. We work closely with children with SEND and their families to agree outcomes and to plan how we will all work together towards these, and then to review progress.



This communication happens in a variety of ways:

- We have an open-door policy where parents are always able to speak to class teachers at the end of the school day regarding any concerns.
- Parents evenings are held twice a year (Terms 2 and 4). There is also an informal celebration of pupil's work (Term 6).
- Appointments can be made to see the SENCo by phoning or emailing the school office.

Meetings are held in school with parents and external agencies, such as EHAs, TAFs and Annual Review meetings.



Adapting the curriculum:

We offer a broad and balanced curriculum for all children and young people including those with SEND. Please look at the school website for information on the broad and exciting curriculum the children enjoy. Teachers are responsible for the progress of all children in their class and lessons are inclusive and well differentiated to ensure success and progress for everyone. Resources such as word banks, coloured overlays, writing frames and task frames are used to increase confidence and enable children to become independent learners.



The school offers many intervention programmes which offer support in addition to the core curriculum to boost and support children's learning. These are usually delivered by a trained TA or HLTA and are monitored by the SENCo. These interventions may support a particular aspect of learning such as reading and comprehension or numeracy but we also offer social/nurture groups to enable children to develop communication and social skills and increase their self-esteem.

Interventions we run include:

Drawing and Talking: a gentle therapy that allows the child to express in a visual form, worries and preoccupations from deep in the mind that they may otherwise not have the opportunity to talk about.

Spelling Punctuation And Grammar (SPAG): grammar intervention programmes that look at age-related grammar terminology, sentence grammar, punctuation and spelling strategies.

Phonics: a phonics based reading intervention with a focus on developing accurate decoding and fluency in reading.

Fine Motor Skills: a programme that involves a variety of activities to control small movements with fingers and improve hand-eye coordination. These include using different textiles, threading, cutting, writing, games etc.

Gross Motor Skills: a programme that involves a variety of activities to control body movements. These include balls skills, using different parts of the body to move objects, balance, yoga etc.

ARCH (Assisted Reading for Children) Programme: a voluntary reading programme where volunteers read with pupils to build on reading skills.

Talkabout: a programme for developing self-esteem, social and friendship skills.

We choose to run these interventions because they have a positive impact on the child enabling them to feel more confident and to close the attainment gap with their peers. We recognise that what works for one child does not always work for another which is why the impact of all interventions is closely monitored alongside the progress data for each individual child. Most interventions run for a period of 6-12 weeks and we would expect to see a positive impact in that time.

What expertise can we offer?

Our SENCo, Mrs Dell holds the National SENCo Award. Mrs Givinchi is trained in Drawing and Talking therapy, Fischer Reading Programme, Pastoral care and Life coaching.

Staff training is undertaken in various aspects of SEND according to the needs of the children to ensure that the provision made, and support given to pupils is appropriate and effective. The training needs of staff are reviewed as part of the CPD process in school. Training may take the form of attendance at external courses on needs such as dyscalculia, dyslexia or autism or is offered through in-house training run by the SENCO or other specialists such as our Educational Psychologist or a Language and Communication Advisory Teacher.

We have access to a range of specialist support services including:

Educational Psychology Service

LCSS (Locality and Community Support Service)

SENSS (Special Educational Needs Support Services), who support children with communication and language, sensory needs and physical needs. Teams include, speech therapy, occupational therapy, SEN ICT and physical disability service.

Child and Adolescent Mental Health Services (CAMHS)

OXSIT (Oxfordshire School Inclusion Team)



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 using the Insight data system and this data is analysed regularly during half termly Pupil Progress meetings with class teachers, the Head teacher and the SENCo. In addition for children with SEND 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 SEND helped to access activities outside of the classroom?

The room 9 $\frac{3}{4}$ is a bright and welcoming learning space, where groups of children can receive tailored intervention work, to help them progress in their learning.

It also offers a calm and quiet place for those times when children need to take time out of the busy classroom either to talk or just to take a break.

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:

[Family Information Service \(oxfordshire.gov.uk\)](http://oxfordshire.gov.uk)

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 and we encourage all children to talk to their class teacher if they have a problem. The SENCo works closely with children with emotional or behavioural difficulties to enable them to feel safe and supported in the school environment.

Bullying is not tolerated and procedures followed can be found in our Behaviour Policy which can be found on the School website and is available as a paper copy from the School office.

Joining the school and moving on:

We encourage all new children to visit the school before starting. For children with SEND a meeting with the SENCo is recommended.

Year 6 children transferring to local Secondary Schools have the chance to visit the new school for a day. Representatives from the Secondary Schools visit to talk with the children. The SENCo and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEND information is gathered together and records transferred to the new teacher or school. Additional meetings are arranged for those children who may require more than one visit prior to transfer.

Feedback and complaints procedures:

At Sunningwell C of E School we welcome feedback from parents. If a parent or guardian is concerned about SEND provision for their child, initial contact should be made with the class teacher. A meeting will then be arranged, which may include the Head teacher and/or SENCo, to discuss the concern.

If you'd like impartial advice from Oxfordshire's SENDIASS (formerly Parent Partnership) Service contact

[SENDIASS Oxfordshire | Information, advice & support in Oxfordshire \(sendiass-oxfordshire.org.uk\)](http://sendiass-oxfordshire.org.uk)

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. Government publications regarding parents' rights are available in school.

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it:

[Oxfordshire SEND local offer | Oxfordshire County Council](#)

In summary:

The *Governors* and staff at Sunningwell C of E School 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 and become confident, independent individuals.

We aim to:

- celebrate our Christian ethos by acknowledging that each child is unique and a valued part of our school community.
 - ensure that our curriculum is accessible and relevant to all children whatever their individual need.
- promote positive attitudes and individual confidence, ensuring all children experience success.



Date reviewed: February 2024

Next review date: February 2025

Signed: _____