



Special Education Needs (SEN) Information Report

Key Document Details

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Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website - [West Kidlington Primary & Nursery School \(west-kidlington.oxon.sch.uk\)](https://www.west-kidlington.oxon.sch.uk)

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What is Special Educational Needs?

A child or young person is considered to have a learning difficulty or disability if they:

'have a significantly greater difficulty in learning than the majority of others of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age'

(Code of Practice 2015)

2. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator (SENCO)

Our SENCO is Jo Simpson.

Our SENCO has 26 years of teaching experience and has been awarded the National Award of Special Educational Needs Master's module. She is also a dyslexia specialist teacher and is currently studying to become a dyslexia assessor. All our Teachers and Teaching Assistants have had training specific to support individuals within school and from professional organisations, this may have included training in Autism, Makaton, speech and language as well as other aspects of SEN that would support needs. We actively support CPD for all our TAs in-line with the year groups/ individuals they are working with.

We have a team of 17 teaching assistants and our Family Support Worker has trained as an Emotional Support Literacy Assistant.

We currently have 39 children on the SEN register and 13 pupils who have an EHCP. We also have 3 children undergoing an EHCNA.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. These include:

- Speech and language therapists
- SENSS – Support for children with social communication needs, complex needs and the Early Years SEN team (EYSENIT)
- Hearing impairment advisory teacher
- Visual impairment advisory teacher
- Educational psychologists
- Point 5 behaviour support
- Outreach Special School support
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- SAFE
- See saw bereavement support
- Social services and other LA-provided support services
- Voluntary sector organisations

These individuals and services provide us with regular assessments and support for individuals and offer specific resources and programmes of work. We can also make referrals to these agencies if, in conjunction with parents, we feel their professional knowledge will support us in making the best provision for a child.

3. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's teacher.

Please make an appointment with your child's class teacher to discuss your concerns

They will pass the information you share on to our SENCO, Jo Simpson who will be in touch to discuss your concerns.

You can also contact the SENCO directly at jsimpson@west-kidlington.oxon.sch.uk or 01865 373369

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note on our school system (Abor) of what's been discussed

If we decide that your child needs SEN support, we will notify you and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. We are constantly assessing children through observation and daily marking. Writing, reading and maths data is collected on a three-week rota (RAG) that allows the senior leadership to analyse progress that has been made, compare this against national expectations and challenge staff if required

If the teacher notices that a pupil is falling behind, they will try to find out if the pupil has any gaps in their learning. If they can find a gap, an intervention or reasonable adjustments would be put in place to support the Quality First Teaching the child is already receiving. The progress towards the desired outcome will be monitored and at the end of this period a review will be held. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO. The SENCO might observe the pupil in the classroom and in the playground and they will talk to the child to see what their strengths and difficulties are. They will look at your child's books and have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data. They may also complete some assessments with your child to ascertain attainment levels.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

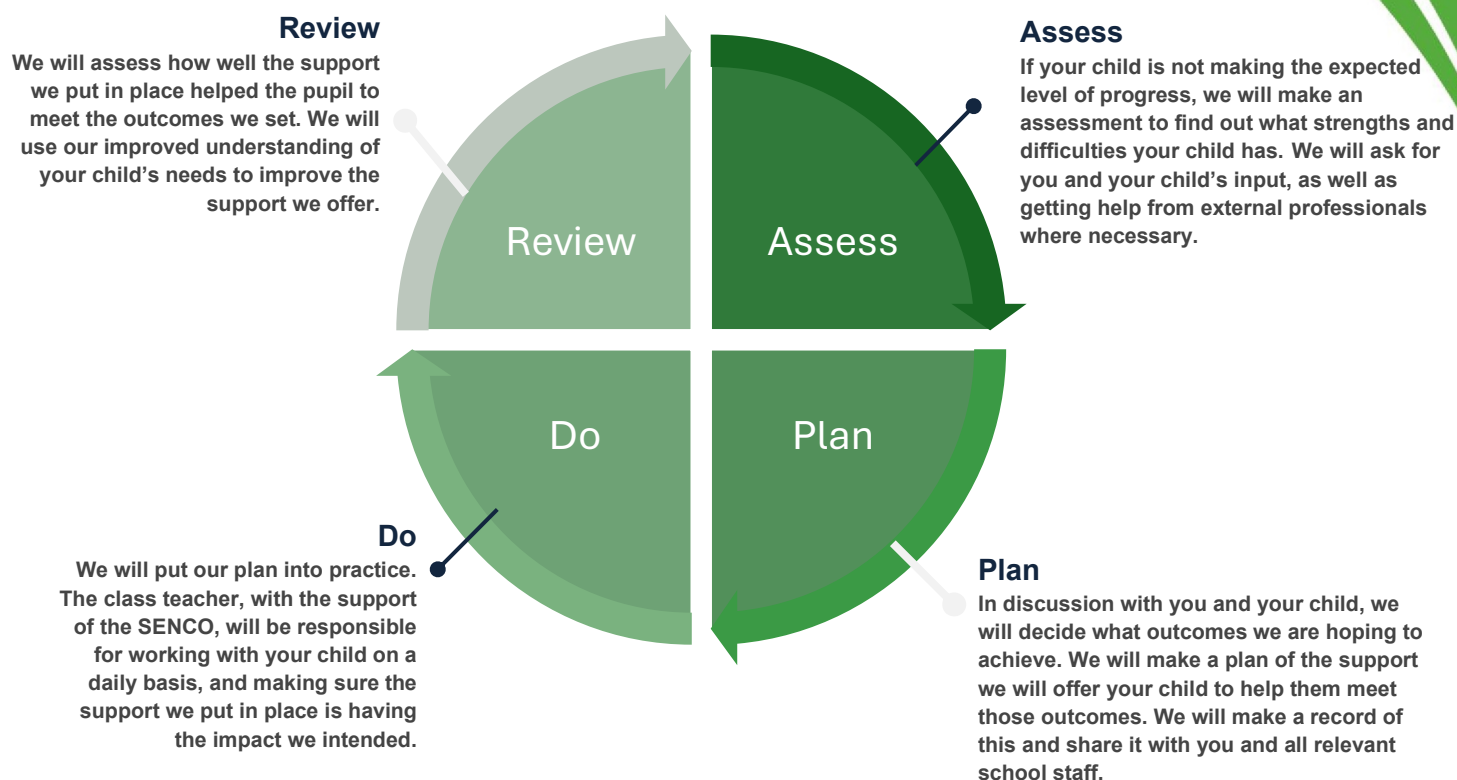
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO and the class teacher will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

At West Kidlington we use a range of resources and specific interventions to meet individual need and support children to access the curriculum. Some of the current SEND interventions and resources we use in school include:

Speech and Language	Nuffield Early Language Intervention (NELi) Wellcomm Talk time
Reading	Lexia Read, Write Inc booster sessions Precision teaching Accelerate/Accelewrite

	Paired reading/Knock, Knock reading Peer reading Language for thinking ARCh readers
Writing	Modelled writing Colourful semantics
Maths	Plus 1 Power of 2 RM Maths Prodigy Push the button TT Rockstars
Motor skills	Speed up Occupational service info and screening pack
Social and Emotional	ELSA Play therapy Calm boxes Colour Monsters intervention Lego therapy

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress.

Your child's class teacher will meet you a minimum 3 times a year. to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher/s is/are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis or in small groups.

We may also provide the following interventions:

AREA OF NEED	CONDITION	EXAMPLES OF HOW WE MIGHT SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Lego therapy Turn taking clubs Makaton/communication boards Consistency Soft landings

	Speech and language difficulties	Become a member of the Hedgehog class where your child will receive a highly differentiated curriculum to suit their needs. Follow Speech and language guidance taken from therapists Communication boards Makaton
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured overlays Text to Speech programme on a laptop Pre learning/overlearning vocabulary Writing frames/Sentence starters Spelling prompts
Social, emotional and mental health	ADHD, ADD	Quiet workstation Fiddle toy/woggler Sensory circuits Seating plan
	Adverse childhood experiences and/or mental health issues	Nurture groups/ELSA
Sensory and/or physical	Hearing impairment	Sitting in the most appropriate place for best hearing
	Visual impairment	Sitting in the most appropriate place Limiting lighting /classroom displays
	Physical impairment	Sensory circuits PE club

These interventions are part of our contribution to Oxfordshire's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals at each review date
- Reviewing the impact of interventions
- Using pupil and parent questionnaires
- Monitoring by the SENCO
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours

- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All pupils are encouraged to go on our school trips, including our residential trip

All pupils are encouraged to take part in sports day/school plays/special workshops

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

13. How does the school support pupils with disabilities?

The support we offer to pupils is very specific to their needs. It may include:

- As we firmly believe in inclusion, all extra-curricular activities are available to all our pupils (as long as it is safe for them to take part), as is access to our residential activities. All trips are open to everyone with the relevant support provided as necessary, as are visitors into school.
- During assemblies, PHSE sessions and during general discussion, time is taken to ensure that all groups of people are spoken about positively. We take part in 'National Days' about different SEN needs or disabilities and have people from a variety of backgrounds visit the school.
- Each child in our school is unique and equally important and therefore the support they are given will vary; some children will need additional processing time or pre-learning to support their needs, others may need a 'soft landing' when they arrive in school, whilst other pupils may need a ramp to allow them to access the classroom. We will always look at the individual needs of pupils.
- Our accessibility plan can be found on the school website

[Policies & Procedures | West Kidlington Primary & Nursery School \(west-kidlington.oxon.sch.uk\)](https://www.west-kidlington.oxon.sch.uk/Policies%20and%20Procedures). This covers how we will:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled pupils

14. How will the school support my child's mental health and emotional and social development?

The support we offer to pupils to progress with their emotional and social development is very dependent on the individual child. It may include:

- Pupil's needs may be assessed using the Boxall Assessment tool. This will pinpoint challenges that a child may be facing and correct interventions put in place.
- Pupils may be encouraged to be part of the school well-being team that look after 'The Den'. In the Den older pupils (who have been given training) give support to individuals who find it difficult to engage in play or require a quiet space to go at lunchtimes

- Pupils may be invited to take part in the Box in Mind intervention. The training from MIND & England Boxing, given to our Headteacher and ELSA, suggest that combining physical exercise with emotional release, boxing therapy helps individuals build resilience and emotional well-being. The courses are made up of four weekly sessions, and in each session we run an interactive mental health workshop, followed by a fun beginner's friendly boxing session that is adapted to suit the needs of the pupils.
- Pupils are given the opportunity to visit The Den at lunchtimes
- Pupils may receive time in the Sensory space
- Pupils may receive support through Play Therapy
- Pupils may receive intervention support from the ELSA
- Pupils may be part of a small nurture club
- Pupils may be given 'jobs' in the office or may become a reading buddy to other children
- Pupils may receive 'soft landing' (time to talk) when they enter school or just before they leave to go home
- Pupils may receive support from adult/teenage volunteers who engage in one-to-one activities with the children
- Pupils may receive support from our 'Pets as Therapy' dog
- We have a 'zero tolerance' approach to bullying. Please read our behaviour policy

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year:

- The current teacher and the next year's teacher will speak in depth about the needs of your child so that adjustments continue and important information is shared
- It is not always possible for your child to know who their new class teacher will be before the other children in school but jobs may be created allowing time for your child to spend time with their new teacher without knowing this additional purpose
- Your child may visit their new classroom on multiple times before the end of term to enable them to get used to the new environment.
- There will be a whole school transition session where your child will meet their potential new classmates and teacher and spend time in their new classroom.
- Photographs of the classroom and key adults will be shared with your child so that they can look at them and talk about them before the move.
- Your child may be given the opportunity to come into school on the INSET days at the start of the new term to see their new teacher and visit the classroom.

Between schools

- When your child is moving on from our school, the SENCo or class teacher will meet/speak with the new school and share relevant information and data.

Between phases

The SENCO of the secondary school will come into our school for a meeting with our SENCO or class teacher. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Attending additional transition sessions at their new school

- Support from ELSA or the SENSS C&I team where required

16. What support is in place for looked-after and previously looked-after children with SEN?

Jo Simpson will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Concerns about SEN provision in our school should initially be shared with the class teacher. At this meeting, please share how you believe that the needs of your child are not being met and please give the opportunity to your child's class teacher to discuss what support your child is receiving. Dependant on the result of this discussion, your concerns will be shared with the SENCo and an appointment may be made for yourself, the class teacher and SENCo to meet to discuss needs and provision more formally.

If you feel that after this meeting a formal complaint needs to be made, please do refer to our Complaints Policy on the school website [Policies & Procedures | West Kidlington Primary & Nursery School \(west-kidlington.oxon.sch.uk\)](https://www.westkidlington.oxon.sch.uk/Policies%20and%20Procedures)

If you are not satisfied with the school's response, you can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit:

<https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Details of the disagreement resolution and mediation services for Oxfordshire can be found here - [Resolving a dispute about SEN decisions | Oxfordshire County Council](#)

18. What support is available for me and my family?

If you have any questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Oxfordshire's local offer. Oxfordshire publishes information about the local offer on their website: [Oxfordshire SEND local offer | Oxfordshire County Council](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are: [SENDIASS Oxfordshire | Information, advice & support in Oxfordshire \(sendiass-oxfordshire.org.uk\)](#)

Local charities that offer information and support to families of children with SEND are: [Home | OxPCF](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)

- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Adapt** – when teachers adapt how they teach in response to a pupil's needs
- **EHCNA** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHCP** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **ELSA** – Emotional Literacy Support Assistant
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages