



**St. Mary and St. John CE Primary School**

**Special Educational Needs and/or Disability (SEND) Information Report 2022-23**

## **Children and Families Act 2014**

The system for supporting children and young people (up to the age of 25) with special educational needs and/ or disabilities has changed.

Part 3 of the Children and Families Act 2014, which provides the legal framework to support children and young people with special educational needs and/ or disabilities, came into force on 1<sup>st</sup> September 2014. The new SEND (Special Educational Needs and/or Disability) Code of Practice was approved by parliament in July 2014.

The new Code of Practice underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Act will reform the systems for adoption, looked-after children, family justice and special educational needs so that services consistently support the best outcomes for them and give children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met by:

- Replacing Statements of SEND and Learning Difficulty Assessments (LDAs) with a new birth-25 Education, Health and Care Plan (EHC Plan), extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- Improving cooperation between all the services that support children and their families and particularly requiring local education and health authorities to work together;
- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.
- Reducing the number of school-based levels of special educational needs from three to two.

The new SEND Code of Practice which encapsulates this is now law and took effect in schools from 1<sup>st</sup> September 2014.

### **What is the Local Offer?**

The Local Offer is a compendium of all services available to support disabled children and children with SEND and their families living in Oxfordshire.

### **What will it do?**

The Local Offer provides parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to education, it informs parents/carers and young people how school will support them, and what they can expect from their educational setting. The Local Offer has been developed in conjunction with families of children with SEND to ensure the information meets the needs of those with special educational needs and/or disability.

For the Oxfordshire Local Offer, please follow the following link:

[Special educational needs and disability: The local offer](#)

**St. Mary and St. John CE Primary School: School Offer**

**Section 1: People who support children with special educational needs and/or disability in our school**

School-based information	People	Summary of Responsibilities
<p><b>Who are the best people in school to talk to about my child's special educational needs and/ or disability</b></p>	<p><b>Class teacher</b></p>	<p><b>Is responsible for:</b></p> <ul style="list-style-type: none"> <li>● Ensuring that all children have access to high quality teaching and that the curriculum is adapted to meet your children's individual needs (also known as differentiation).</li> <li>● Monitoring the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work; specific, measurable and time-limited interventions; additional classroom support; adapting resources, etc) and discussing amendments with support staff or the SENCO, as necessary.</li> <li>● Writing and updating Pupil Profiles and sharing and reviewing them with parents/carers and children three times a year.</li> <li>● Ensuring that all members of staff who work with your child are aware of your child's specific needs and/or condition(s) and what specific adjustments need to be made to enable them to be included and make good progress.</li> <li>● Ensuring that all staff working with your child are supported in delivering the planned work/ programme for your child so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.</li> <li>● Ensuring that the school's SEND policy is followed in their classroom and for all pupils they teach with SEND.</li> </ul> <p><b>Can be contacted by:</b> contacting the school office to arrange an appointment.</p>
	<p><b>Teaching Assistants</b></p>	<p>Teaching Assistants (TAs) have a valuable role in our classrooms, supporting the teacher to ensure that each child is able to access the learning and make the best possible progress.</p> <p>A TA may work more intensively with a child with complex SEND.</p> <p>TAs may also be directed to run a time-limited and specific intervention with a child to close a gap identified in the child's learning.</p> <p>We ask that you direct questions regarding your child's education to either your child's class teacher, Victoria Tofts (SENCO) or Bex Stott, the Head teacher.</p>

	<p><b>SENCO, Victoria Tofts</b></p>	<p><b>Is responsible for:</b></p> <ul style="list-style-type: none"> <li>● Coordinating all the support for children with SEND, and developing the school’s SEND policy to make sure all children get a consistent, high quality response to meeting their needs in school.</li> <li>● Supporting your child’s class teacher to work closely with your child and their family</li> <li>● Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.</li> <li>● Updating the school’s SEND register (a system for ensuring all the special educational needs of children in our school are known and understood).</li> <li>● Maintaining records of your child’s progress and a pupil profile for each child on the SEND register.</li> <li>● Coordinating specialist support for teachers and support staff in the school so that they can help your child to achieve their potential.</li> <li>● Organising training for staff so that they are aware and confident about how to meet the needs of your child and others within our school.</li> </ul> <p><b>Victoria Tofts can be contacted by:</b> contacting the school office to arrange an appointment.</p> <p><b>Victoria works:</b> Monday, Tuesday &amp; Wednesday.</p>
	<p><b>SEND Governor</b></p>	<p><b>is responsible for:</b></p> <ul style="list-style-type: none"> <li>● Making sure that the school has an up-to-date SEND information Report, SEND Policy, Inclusion Policy and School Accessibility Plan and Policy.</li> <li>● Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.</li> <li>● Understanding and monitoring the support given to children with SEND in our school and being a part of the process to ensure your child achieves his/her full potential in our school.</li> </ul> <p><b>The SEND Governor can be contacted by:</b> contacting the school office to arrange an appointment.</p>

## Section 2: How SMSJ can support children with SEND

<p><b>How does SMSJ know if a child needs additional support?</b></p>	<ul style="list-style-type: none"> <li>● A child has a diagnosed specific special educational need and/or disability;</li> <li>● Concerns are raised by parents/ carers, class teacher or the child's previous school or pre-school setting;</li> <li>● The child's progress is delayed and there is a significant gap in attainment between the child and his/her peers; ● The child experiences significant social communication and interaction difficulties; ● There is a significant change in the child's behaviour.</li> </ul> <p>If your child is not making expected progress, or if there is another indicator of concern, the school will discuss with you:</p> <ul style="list-style-type: none"> <li>● Any concerns you may have</li> <li>● Any further interventions or referrals to outside professionals to support your child's learning</li> <li>● How we can work together, to support your child at home and at school</li> </ul> <p>Sometimes a child may need some short-term help if there is a significant change in circumstances, such as a bereavement or family breakdown</p>
<p><b>What should I do if I think my child may have special educational needs and/or a disability</b></p>	<p>Initially, talk to your child's class teacher, who will listen carefully to your concerns. Your views on your child's development and progress are very valuable. Your child's class teacher will then use the information you have provided and their own knowledge of the child to complete the relevant descriptors on the <i>Identifying and Supporting SEND</i> document from Oxfordshire County Council. Your child's class teacher will then meet with you again to discuss the descriptors and, in conjunction with the SENCO, decide the best course of action to support your child's learning.</p> <p>You may also want to get some advice from SENDIASS (SEN and Disability Information, Advice and Support Service), an advice service for parents at <a href="#">SENDIASS Oxfordshire</a>. The helpline phone number is: 01865 792492. SENDIASS runs a Talking Point drop-in session at County Hall on the second Wednesday of every month 10:00-11:30am.</p> <p>Further information can be found in the school's policies for SEND and Inclusion (both available on the school website at <a href="#">School Policies &amp; Procedures – St Mary and St John CE Primary School</a>)</p>
<p><b>How is the decision made about what type of support my child will receive?</b></p>	<p>If, following discussion with the parent/carer, class teacher, SENCO and if appropriate external professionals, the decision is made to place your child on the SEND register, a pupil profile will be made for your child. The pupil profile celebrates the strengths of your child, as well as identifying the areas of difficulty.</p> <p>Each child is assessed individually and support is put into place, dependent on need.</p>

	<p>SMSJ provides for children and young people with a wide range of SEND, including those with:</p> <ul style="list-style-type: none"> <li>● Communication and Interaction needs; this includes children who have speech, language and social communication difficulties, including Autistic Spectrum Condition.</li> <li>● Cognition and Learning needs; this includes children who have moderate and complex learning difficulties and specific learning difficulties like Dyslexia, Dyspraxia and Dyscalculia.</li> <li>● Social, Emotional and Mental Health needs.</li> <li>● Sensory and/or Physical needs; this includes children who have visual or hearing needs, or a physical disability that affects their learning.</li> </ul> <p>There is a three tier approach to support:</p> <ul style="list-style-type: none"> <li>● High quality inclusive teaching with appropriate differentiation and allocation of staff within the classroom</li> <li>● SEND support: additional support in the form of interventions and/ or specialist advice from outside professionals.</li> <li>● Education, Health and Care Plan (EHCP): very specific, coordinated support by education, health and/or social care professionals for an individual child who has ongoing and complex SEND.</li> </ul> <p>If these needs change, support is adjusted as necessary.</p> <p>Additional assessment from outside agencies will sometimes necessitate an increase of support and/or resources. For all children with SEND, pupil profile review meetings are held three times a year with the class teacher, parents/ carers and child to discuss the child's progress and identify any additional needs which require support.</p> <p>An EHCP is reviewed annually by a team consisting of the child, his or her parents, the class teacher, SENCO and involved outside professionals to ensure funding and resources are sufficient to meet the outcomes identified for the child.</p> <p>If a child joins from another school, information provided from the feeder school, along with our own assessments, will enable us to allocate the appropriate resources/ support for the child.</p>
<p><b>How are parents/ carers involved in discussions about and planning for my child?</b></p>	<p>All parents/ carers are encouraged to contribute to the education of their child.</p> <p>This will take place through:</p> <ul style="list-style-type: none"> <li>● A Pupil Profile: The Pupil Profile is written by the child, parent and class teacher. It is used to inform all staff directly involved in your child's learning about their specific needs. The Pupil Profile is designed to focus on the strengths of your child and identify the short and long-term outcomes your child would like to achieve in life. The Pupil Profile is reviewed and updated three times a year. If you would like the SENCO, Victoria Tofts, to be at the Pupil Profile review meeting, please do let the class teacher know at the time of booking the Pupil Profile review meeting.</li> </ul>

	<ul style="list-style-type: none"> <li>● If appropriate, through discussions with other professionals, e.g. the Head Teacher, the SENCO, Speech and Language Therapist or Educational Psychologist. Information from outside professionals is shared with you either in a meeting with the professional or as a written report, or both.</li> <li>● Other forms of communication, such as home/ school books or a TAF (Team around the Family).</li> </ul>
<p><b>How will SMSJ support my child with SEND?</b></p>	<p>Children in our school with SEND will get support that is specific to their individual needs. This support will be provided by the class teacher but may also include:</p> <ul style="list-style-type: none"> <li>● Support staff in the school, such as teaching assistants</li> <li>● Staff who will visit the school from the Local Authority central services such as Speech and Language and Occupational Therapy to share specific advice on supporting your child in school. This may also include providing special equipment/ resources as required.</li> <li>● Staff who visit from outside agencies such as the Educational Psychologist</li> <li>● Working on a specific intervention programme, e.g. maths skills or phonics boosting</li> <li>● Specialist outreach involvement from local organisations or schools.</li> <li>● The class teacher (sometimes with the SENCO) will always explain to you what the emerging concerns are and will also explain how the provision will support your child to achieve their outcomes. If outside agencies are used, we will always ask your permission before making a referral and, if required, will ask you to sign a consent form. If you have any queries related to the interventions or support your child receives, please contact the class teacher or SENCO.</li> <li>● If a specialist professional works with your child, there may be recommendations that are made, which may include: <ul style="list-style-type: none"> <li>- Making changes to the way your child is supported in class, such as some individual support or changing some aspects of teaching to support them better</li> <li>- Additional resources or interventions which may improve their access to the curriculum</li> <li>- Support to set achievable outcomes which may include their specific professional expertise</li> <li>- Small groups or individuals work with an outside professional</li> </ul> </li> </ul>
<p><b>How will the curriculum be matched to my child's needs?</b></p>	<p>Our curriculum is designed to match your child's needs by offering learning that is carefully planned so it is 'hard work your child can do'. This will develop their skills as learners and help them to become more independent, enabling them to progress and reach their full potential. The classroom environment may also be adapted to suit individual needs e.g. by providing a visual timetable or access to specific software on a laptop. We carefully consider the needs of your child when planning class trips and events. We aim to make our curriculum as fully inclusive as possible.</p> <p>Where children are on the SEN register, specific discussions will be had with the class teacher, parents and SENCO regarding specific requirements for the individual to enable them to access the curriculum alongside their peers.</p>

<p><b>How will I know how well my child is doing?</b></p>	<ul style="list-style-type: none"> <li>● You will be invited, with your child, to attend three Pupil Profile review meetings a year, in October, February and May</li> <li>● There are also two parent consultation meetings each year, in November and March.</li> <li>● You will receive an annual report from your child’s class teacher.</li> <li>● If your child has an EHCP, you will also be invited to attend a formal Annual Review once a year.</li> </ul> <p>Class teachers are always happy to discuss how well your child is doing; these discussions do not need to be limited to Pupil Profile review meetings or parent consultations. Some children may also have a home/ school communication book so that parents/ carers/ teachers can monitor progress, share any concerns and most importantly, share achievements.</p> <p>Parent of children with SEND may also request a meeting with the SENCO/SENCO.</p>
<p><b>What support will there be for my child’s overall wellbeing?</b></p>	<p>The school offers a wide range of pastoral support for children who are encountering emotional difficulties. This could be through ‘Circle time’, which follows our school PSHE programme, 1:1 time with the class teacher, TA or small group support/intervention. We also have a range of emotional well-being programmes that we tailor to the needs of our pupils, such as Play Therapy, ELSA, nurture groups and outdoor learning nurture provision.</p> <p>Where appropriate, homework tasks may be adapted to suit the needs of individual children.</p> <p>Your child’s teacher may want to meet regularly with you and your child to ‘check in’ and make sure that the support we are giving at school is enabling your child to feel confident and happy in the school environment. A ‘home/school’ book may also serve a similar purpose if it is difficult for you to meet regularly at school drop-off and pick-up time.</p> <p>Sometimes the school will get support from elsewhere, e.g. the School Nurse. Where necessary, referrals may also be made to other support services such as CAMHS (Child and Adolescent Mental Health Service).</p> <p>For some children it may be appropriate to call a TAF (Team Around the Family) meeting to bring the child, family and professionals together around one table to identify positive outcomes for the child.</p>
<p><b>What specialist services are available at or accessed by our school?</b></p>	<p>Our school has access to a very wide range of specialist services, as follows:</p> <ul style="list-style-type: none"> <li>● Educational Psychologists</li> <li>● Community Paediatric Service</li> <li>● Occupational Therapists</li> <li>● School Nursing Team</li> <li>● Speech and Language Therapy</li> <li>● Communication and Interaction Advisory Service</li> <li>● Physical Disability Advisory Service</li> </ul>

	<ul style="list-style-type: none"> <li>● Downs Syndrome and Complex Needs Advisory Service</li> <li>● Play therapy</li> <li>● Physiotherapy</li> <li>● Oxfordshire Schools Inclusion Team</li> <li>● Hearing Advisory Service</li> <li>● Child and Adolescent Mental Health Service</li> <li>● Mental Health Support Team</li> </ul> <p>● Other specialist services are also available. For further information, please visit or telephone the school office to arrange an appointment with the SENCO, Victoria Tofts.</p>
<p><b>What training is provided for the staff supporting children with SEND?</b></p>	<p>The SENCO identifies the training needs for all staff to improve the teaching and learning of all children with SEND This may include:</p> <ul style="list-style-type: none"> <li>● Whole school training on SEND issues or to support identified groups of learners in school, such as Autistic Spectrum Condition or Dyslexia;</li> <li>● Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school’s approach for children with SEND;</li> <li>● Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, for example, from the Physical Disability Team.</li> </ul> <p>Staff training takes place on a regular basis throughout the school year. If you would like to hear about the training that has taken place or is upcoming for the staff members in our school, please speak to the SENCO, Victoria Tofts.</p>
<p><b>How will my child be included in activities outside the classroom, including school trips?</b></p>	<p>Activities and school trips are available to all children.</p> <p>For activities out of school, risk assessments are carried out, and procedures are put in place to enable all children to participate fully. If it is decided that an increased level of support is required for a child with specific needs, an additional staff member and/or a parent volunteer may be invited to accompany the class for the duration of the activity to ensure that the needs of all children can be fully met (as per the class trip risk assessment).</p> <p>Where a professional makes a recommendation for a child to receive additional support out of school hours, parents will be supported and signposted to the relevant service.</p>

<p><b>How accessible is the school environment?</b></p>	<p>We will always do our best to meet individual needs, and we are always happy to discuss individual access requirements. The School Accessibility Policy and Plan is available on our school website and at our school office.</p> <p>Reasonable adjustments can be made to the environment based on individual need and the class teacher would discuss this with parents and the SENCO where necessary.</p>
<p><b>How will the school prepare and support my child to join the school or transfer to the next class or school?</b></p>	<p>Transition to the Meadow Lane site for all children from our Reception classes at Comper takes place in Term 6. The SENCO, Year 1 teachers and teaching assistants conduct observation visits to the Comper site and meet with teaching and support staff. Additional visits to the Meadow Lane site are organised by the SENCO at Comper for children who might benefit from extra opportunities to familiarise themselves with the site.</p> <p>For children joining us from another primary school, Local Authority procedures are followed and we ensure that all paperwork specific to your child is transferred. If your child is on the SEN register, the SENCO will contact your child's previous school to discuss the support your child may have received so that there is a smooth transition for your child. Likewise, if your child leaves our school, we will make sure all records about your child will be passed on to his or her new school as soon as possible.</p> <p>For children transferring up to a new year group at the end of the academic year there is a transition morning with the new teacher in the new classroom for the whole class. However, we know that for some children this can be a time of high anxiety and so the class teacher and SENCO liaise early to identify which children they feel will be anxious about the transition and what additional resources or support can be put in place to make this period of transition less stressful for the child. We use a range of resources, such as circle time, social stories, pupil passport and key stage assemblies to support children at this time. For children where there is a complex level of SEND, we arrange a meeting with the parents, current class teacher and next year's class teacher to share key information and encourage early communication with the new teacher.</p> <p>For children transferring to a secondary school at the end of Year 6, additional transition visits will be arranged with the secondary school. We will liaise with the SENCO at the secondary school to arrange a meeting with you and your child. All records about your child will be passed securely on to his or her new school.</p> <p>If your child is currently supported by a TAF (Team Around the Family), we ensure that all professionals are involved in supporting the transition process for your child.</p>

<p><b>How are the school's resources allocated and matched to</b></p>	<p>The school budget, received from the Local Authority, includes money for supporting children with SEND. This is called 'Element 1 funding'. The Head Teacher and Leadership team, in conjunction with the school Bursar, decide on the allocation</p>
<p><b>children's special educational needs and/or disability?</b></p>	<p>of the total budget for Special Educational Needs in consultation with the School Governors, on the basis of the needs of the children currently in the school. The Head Teacher and Leadership team discuss all the information they have about SEND in our school, including:</p> <ul style="list-style-type: none"> <li>● The children who have an EHCP or 'additional funding' (top-up funding for one year)</li> <li>● The children identified as needing extra support at our regular Pupil Progress Meetings</li> <li>● The children who have been identified as not making as much progress as would be expected</li> </ul> <p>They then decide what resources, training and support are needed. SEND funding is usually allocated to employ staff and outside specialists (e.g. Educational Psychologist service) and to buy resources, training and equipment.</p>
<p><b>Who can I contact for more information?</b></p>	<p>If you wish to discuss any aspect of your child's education or have any further questions, please contact:</p> <ol style="list-style-type: none"> <li>1) Your child's class teacher</li> <li>2) The SENCO, Victoria Tofts or Head Teacher, Bex Stott</li> <li>3) The SEND Governor</li> </ol>

<b>Glossary of Terms</b>	
CAMHS	Child and Adolescent Mental Health Service
EP	Educational Psychologist
EHCP	Education, Health and Care Plan
LA	Local Authority (Oxfordshire County Council)
MHST	Mental Health Support Team
OT	Occupational Therapy
S & LT	Speech and Language Therapist
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and/or Disabilities
SEND Code of Practice	The legal document that sets out the requirements for SEND; it has been in place since 1 <sup>st</sup> September 2014. It is published by the Department for Education and has been adopted by all Local Authorities. See the full Code of Practice at: <a href="#">SEND code of practice: 0 to 25 years</a>
SEND Support	Special Educational Needs and/or Disability Support
SENSS CI	SENSS Communication and Interaction advisory service
SENSS DSCN	SENSS Downs Syndrome and Complex Needs advisory service
SENSS HI	SENSS Hearing Impairment advisory service
SENSS PD	SENSS Physical Disability advisory service

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