



# Oxenhope Church of England Primary School

## **SEND Information Report 2024**



**If you are concerned about the safety of a child, act!**

Our Named Persons for Child Protection are (Headteacher), Alice Jones and Gillian Dyson (Pastoral Manager), Caroline Auty (Class Teacher), Oliver Thurlby (Class Teacher), Joanne Brown (Class Teacher) and Laura Smales (Learning Support Assistant)

Useful phone numbers:

School – 01535 642271

Social Services Initial Contact Point 01274 437500

NSPCC – 0808 800 5000

West Yorkshire Police – 101 or 999

Created By:	Last reviewed:	Next Review Date:
A Jones	September 2024	September 2025

## School Vision

We provide the rich soil allowing children to flourish and develop deep roots. We nurture **growth**, enabling children to thrive as our Christian values blossom in their lives. We cultivate a sense of pride in our rural **community** where children are **loved** and valued.

*May our children flourish in their youth like well-nurtured plants. Psalm 144 v 12.*

Throughout our curriculum and school life, along with our school vision, these three golden strands permeate through everything we do.

## Community

Jesus often spoke of unity in our communities and encouraging one another on our journey. He spoke of bearing each other's burdens in love and helping those in need.

'Live in harmony with one another.' Romans 12 v 16



## Love

It says in the Bible that God is Love and encompasses all that is loving and good. Jesus showed the ultimate unconditional love when he laid down his life for us on the cross. Therefore, this love should lead to a desire to love other people.

'Live a life filled with love, following the example of Christ. He loved us and offered himself as a sacrifice for us.'  
Ephesians 5 v 2



## Growth

Just like a plant, we must endure the difficult times along with the good; but God has sent us his Holy Spirit to help and strengthen us so we can bear fruit and grow in the likeness of Christ.

'Grown in the grace and knowledge of our Lord and Saviour Jesus Christ.' 2 Peter 3 v 18



This Information Report should be read in conjunction with our school SEND policy. The aim of this report and review is to provide information about what our school can offer with regards to SEND and provide annual data analysis.

## **Introduction**

Oxenhope C of E Primary School aims to provide the best possible education, recognising that every child is special and has individual needs and abilities.

This document provides information for families about the variety of ways we ensure we support our children with Special Educational Needs and Disabilities (SEND) to achieve their full potential. We provide a range of educational and pastoral support to ensure that all our children achieve and make good progress.

Schools are required to publish the services that are available for all children as part of the reforms to SEND and The Children and Families Act 2014. This information report is published to provide clear, comprehensive, and accessible information about the support and opportunities that are available in our school. It is also to enable parents and carers to further develop their integral role in the provision for children with Special Educational Needs and Disabilities.

The information within this document is general, however we also recognise that each child is an individual and will receive distinctive provision and resources to meet their specific needs where necessary.

This Information Report has been co-produced as a partnership with teachers, governors, children, parents and carers. It is in conjunction with Bradford LA Local Offer which outlines the provision for children within Bradford. It can be found at <https://localoffer.bradford.gov.uk> .

If you would like further information, please contact the school SENCO via the school office – 01535642271

## **There are several reasons why a child may be identified as having SEND:**

- They are having significant difficulty with their learning and making far less progress than would be expected.
- They have a specific learning difficulty, for example dyslexia.
- They have emotional or mental health difficulties.
- They have difficulties with social communication and interaction.
- They have sensory and/or physical needs, for example a hearing impairment

## **Roles and responsibilities:**

The head teacher, Special Educational Coordinator (SENCO), pastoral team and the class teachers are all responsible for overseeing, planning and working with pupils with SEND.

- Our Head teacher and SENCO oversee all support and progress of any pupil requiring additional support across the school. Working closely as the SEND coordination team.
- The class teacher and pastoral team will oversee, plan and work with each child with SEND in the class to ensure that progress in every area is made.
- There may be a Teaching Assistant (TA) working with the pupil either individually or as part of a group, if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts, however, this will never be full time.

The Governors roles and responsibilities:

- The Head reports to the Governors every term to inform them about the numbers of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One Governor (SEND link) is responsible for SEND and meets regularly with the SENCO. They also report to the Governors to keep all informed.

The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

**For all children at Oxenhope C of E Primary School who have additional needs we:**

- Recognise that the family is often the expert on their child and work in partnership with them.
- Deliver high quality teaching, adapting the curriculum and our resources to ensure children can access the learning.
- Employ a fully qualified Special Educational Needs Co-ordinator (SENCO) to lead on SEN provision across the school.
- Appoint a Special Educational Needs link Governor to work closely with the SENCO.
- Assess and review the learning of our children with SEND and use the information to inform future planning and teaching.
- When required, we provide teaching assistants in class who work with children with SEND and also, importantly, support other children so that the teacher has more opportunities to work with the children with SEND.
- Hold regular meetings for teaching assistants with the SENCO, to review children and audit resources and to adapt provision where necessary.
- Support our families with children with SEND, formally through review meetings and informally through our "open door" approach. Families are also advised, where necessary, of other services and organisations which may offer further advice and support.
- Seek advice from outside agencies to ensure each child's needs are fully identified and understood and to learn from specialists how best to support our children with SEND.
- Evaluate intervention groups and strategies on a termly basis.
- Regularly evaluate our teaching resources to ensure they are accessible to all children with SEND.
- Ensure our school activities and educational visits, as far as possible, are accessible to all our children with SEND.
- Hold annual review meetings with families for children with a higher level of SEN. (EHCP)
- Provide on-going SEN training and information for teachers and teaching assistants when necessary
- Liaise closely with secondary schools at transition times to ensure SEND pupil information is clearly communicated and recommendations heard so that the move to secondary school is as smooth as possible.
- Plan for the children's educational needs using individual plans (Pupil Passports) which are reviewed at least three times a year.

Once a child has been identified as having SEND parents are consulted. This involves contacting the parents/carers and inviting them into school to discuss the needs of their children and the action of the school to meet the needs of the child. In addition to this, the class teacher meets with the parents/carers at least once a term, usually during parents evening, to review the child's learning and set targets.

If any further information is needed, the class teacher and SENCO are available to discuss the needs, support and progress of the pupil, as we pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that parents can be the same with us.

Assessments and reviews are formally completed once a term. Any additional assessments which might be carried out by external providers will be organised by our SENCO as appropriate and always with parental permission.

**Children with an EHCP (Education, Health and Care Plan)**

Our school or parents or professionals working with a child can request that the Local Authority carry out an EHCP assessment of children's needs. This is a legal process which sets out the amount and type of support that will be provided for the child. Once an application to carry out an EHCP assessment has been submitted to the LA they will complete the assessment process within a legal timeframe. They will decide (using the paperwork submitted by the school, parents, child and the professionals working with the child) if the child requires a higher

level of support to meet their needs. If they require an EHCP, the LA will write one and ensure that the child, the parents and the professionals have all contributed to the paperwork. This will then be submitted to school. If the LA do not think that the child requires an EHCP, they will inform us and we will continue the support previously given to the child.

**Specific provision is provided in school. The table below explains the detail of this support.**

Type of SEND	Support which may be provided in school
<p>Communication and Interaction</p> <p>Autism Spectrum Disorders (ASC)</p> <p>Speech, Language and Communication Needs</p>	<p>We have differentiated lessons where needed.</p> <p>We use the same visual timetable in all classrooms to support children to understand what will happen and when it will happen. Some pupils are provided with their own personal visual timetable.</p> <p>We provide areas with reduced distractions and low stimulus when required.</p> <p>We offer additional support during break and lunch time when appropriate.</p> <p>We run small groups focusing on social skills as and when required.</p> <p>Time is spent with children helping them to identify situations that cause anxiety and finding ways to relieve that anxiety.</p> <p>We run individual speech and language sessions based on a child's needs.</p> <p>We provide additional time within the classroom setting for children who require additional time to respond.</p> <p>We access the expertise and advice from the LA/NHS Speech, Language and Social Communication team.</p> <p>We access the expertise and advice of the SCIL (Social, Communication and Interaction Learning) team to ensure the needs of children are clearly identified and to ensure the provision in school allows pupil to achieve.</p>
<p>Cognition and Learning Needs</p> <p>Moderate Learning Difficulties (MLD)</p> <p>Specific Learning Difficulties (SpLD)</p>	<p>We access the expertise and advice of the Special Educational Needs teaching and support service and the SCIL Team to ensure the needs of children are clearly identified.</p> <p>We support referrals to the specialist team at PRH to assess for Meares Irlen Syndrome or visual stress.</p> <p>We provide small group support with a focus on English or Mathematics skills, depending on need. We use intervention programmes to improve English or Mathematics skills Some programmes require group work, some are independent and some require TA or teacher support.</p> <p>We provide resources to support children with specific needs- e.g. coloured overlays and coloured exercise books for our children with Irlen Syndrome and Dyslexia and writing slopes to help with writing if required.</p>

<p>Sensory and Physical Needs</p> <p>Hearing/Visual Impairment Physical Disabilities Multi-Sensory Impairment Medical Needs</p>	<p>We provide support and practical aids where appropriate to ensure pupils can access the curriculum.</p> <p>We seek advice and guidance from the School Nurse for pupils with significant medical needs.</p> <p>We request and act upon advice and guidance from the Hearing Impairment Service, the Occupational Therapy Service, and other expert practitioners as and when required.</p> <p>We run intervention sessions to improve pupil skills, e.g. gross and fine motor skills in conjunction with specific programmes from the OT team.</p> <p>When it is appropriate, we use ICT to enhance pupil's access to the curriculum. When required, staff receive training in understanding the impact of a physical or sensory need on the teaching of learning of the child.</p> <p>Many entrances to school allow wheelchair access.</p> <p>All staff understand and apply the Administering Medicines Policy and Pupils with Medical Conditions Policy.</p>
<p>Social, Emotional and Mental Health Needs</p> <p>Mental Health Condition Social Difficulties Emotional Difficulties</p>	<p>We provide excellent pastoral care for our children.</p> <p>We run one to one sessions focusing on emotional understanding and expression.</p> <p>We access the expertise and advice of the Special Educational Needs teaching and support service and the SCIL Team to ensure the needs of children are clearly identified.</p> <p>We have teachers trained in Mental Health First Aid who are able to provide specific work where required.</p> <p>We complete risk assessments/behaviour management plans and then take action to ensure the safety and inclusion of all children, whenever possible, in all activities.</p> <p>All staff are trained to use Positive Handling techniques.</p> <p>We can put in place a short-term support for children with a specific emotional need, for example, bereavement.</p> <p>We run small group sessions with a focus on self-esteem and improving confidence, where appropriate.</p> <p>We run small group sessions with a focus on social skills.</p> <p>We seek the expert advice and support of outside agencies, including the school Nurse and CAMHS.</p>

**Working in collaboration with external agencies:**

Children who have been identified as needing some extra specialist support from a professional outside the school, may receive support from some or all of the external agencies that we work with. The assessments that are carried out by these services help to provide the right support for children with specific needs. Some children may have these needs met quite quickly and involve a small amount of involvement, for other children they may need further involvement due to the severity of their complex needs and therefore may require Local Authority assessment for an Education, Health and Care plan (EHCP).

We currently work with the following external agencies:

- Speech and Language therapy (SALT) Service.
- SCIL Team
- ASC support Hub
- Early Help Team
- CAMHS
- Educational Psychologists
- School Nursing team
- Sensory Inclusion Service
- Occupational Therapists
- Physiotherapists
- Children's social care
- CALM Therapists

If you wish to discuss your child's learning or well-being please arrange a suitable time to come in to school. We will work with you to support your child in our school.

If you have any questions, concerns or complaints or compliments about our provision for pupils with Special Educational Needs, the first point of contact should be the child's class teacher, they will be happy for you to share any concerns you may have. An appointment with the SENCO or the Headteacher can also be arranged by contacting the school.