



Special Educational Needs and Disability Information Report 2017–2018

What types of SEND do we provide for?

Bloxham Church of England Primary School is an inclusive school in the heart of the Village community of Bloxham. Surrounded by fields and an increasingly growing number of modern housing developments our school is a diverse, multi-cultural inclusive environment. We have a pre-school and a children's centre within our grounds. As such, we have children with many different needs, interests and passions. We provide a rich and diverse education for many types of SEN including dyslexia, Attention Deficit Hyperactivity Disorder (ADHD), autism, speech and language, hearing and communication, English as an additional language and moderate learning difficulties (MLD). Our nurture provision, (including the purpose built Robin Room), is a distinctive characteristic of our school which allows us to meet the social, emotional and mental health (SEMH) needs of our pupils and provides support for children in times of high stress which is impacting on their learning.

At Bloxham we pride ourselves in maintaining high expectations of all our pupils but also in maintaining and developing their emotional wellbeing.

How do we identify and assess pupils with SEND?

Currently there are 54 children on the SEND Register, who have been identified as requiring additional support beyond Quality First Teaching of the universal curriculum. This can be in the form of additional support to access the universal curriculum, or a personalised curriculum tailored to that child's specific needs.

Using the updated guidance from the 2014 Oxfordshire Moderation Handbook, additional assessment and analysis informs the reason behind inadequate progress, and the choice of intervention and additional and/or different provision. This may lead to the child being added to the 'SEN Register' which is a database in SIMS.

Who is our Inclusion Manager and how can they be contacted?

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SEND Governor

Our SEN governor Dale Gringrich was appointed in July 2017.

What is our approach to teaching pupils with SEND?

Good quality teaching is provided for all learners, and learners with the most difficulties are taught by skilled teachers. Additional interventions are not a substitute for weak or ineffective practice.

Staff working directly with a learner with SEND have an enhanced level of expertise enabling them to adapt teaching and learning appropriately to secure improved outcomes.

Support is planned and reviewed by the class teacher and in collaboration with parents and the learner, at least three times a year.

How do we adapt the curriculum and learning environment?

The Teacher Standards (2012) and SEND Code of Practice: 0-25 Years (2014) require all teachers to ensure all pupils in their class access learning and that

they make adaptations to the curriculum, learning environment and opportunities in school to ensure this is achieved. Some ways in which we provide a highly inclusive curriculum and learning environment are by:

- Ensuring staff have opportunities for relevant continued professional development relating to SEND.
- Planning with differentiated and personalised learning opportunities that allow access and success but ensure challenge
- Providing visual timetables and writing frames
- Responding to outside agency advice and providing specialised resources where required, for example pre-teaching and using mind maps
- Responding to the views of children with SEND and their parents/carers
- Focused teaching opportunities within a smaller group or one-to-one

How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?

Bloxham Primary School has a very holistic approach to education. All the children follow the **5R goals** throughout the year. This encourages resilience and team work within the school. As a result of this policy all the children are used to working in small groups, classes, year groups and houses. School trips, residential visits, festivals and whole school projects encourage all the children to work together.

All children at Bloxham are involved in art, music, drama and sports projects. All children have an opportunity to represent the school in a sporting activity and take part in Christmas, Easter and Summer celebrations and festivals both within the school, the church and the wider communities.

How do we consult parents of pupils with SEND and involve them in their education?

All parents are consulted at least three times a year. Any parent of any child, who is identified as having additional needs, will be contacted by the school. Parental consent is one of the key requirements for a child to be referred to an expert.

Bloxham Church of England Primary School encourages parental involvement in all areas of the curriculum.

How do we assess and review pupils' progress towards their outcomes?

The new bookmark tracking system makes it much easier to drill down into children's gaps in understanding and quickly identify barriers to learning. This then enables teachers to plan lessons and interventions that enable accelerated learning to take place.

Any additional interventions delivered are recorded on the Blue Hills system. These two systems, bookmarks and Blue Hills, work in partnership. Data are collected regularly and reviewed during the year. Individual children are then identified and support can be put in place. Current provision can be adjusted or escalated.

How do we support pupils moving between different phases of education?

As part of the transition process from primary to secondary education we work very closely with all schools to which pupils from Bloxham Primary School transfer at aged 11. All teachers within the school hold hand-over meetings with the current class staff feeding information to the new class staff. Parents are consulted and invited to share any information if they feel it is valid.

How do we support pupils with SEND to improve their emotional and social development?

Emotional and social development at our school is given great importance. All children within the school have a PHSE curriculum (JIGSAW), a whole school pastoral approach within assembly, and collective worship. Also, all children have access to nurture support at break time and lunch time.

Teachers can refer children to the nurture room during lesson times for those children who need more emotional and social support.

What expertise and training do our staff have to support pupils with SEND?

All our staff are very competent in supporting pupils with SEND. Both teachers and teaching assistant have specialist knowledge to support pupils. As a school we have taken part in Warriner Partnership training as well as delivering it where appropriate. We have developed excellent working relationships with both Northern House and Swalcliffe Park Special Schools, who have both hosted training for members of our staff.

How will we secure specialist expertise?

There are close and effective links with a wide variety of agencies to support parents/carers and the school in addressing children's needs. From September 2014, we have purchased support from the EP directly via 'Bicester Learning Partnership', rather than through the Local Authority (LA). We have also bought in support from the Oxfordshire Support and Inclusion Team (OXSiT) which provides support and advice, this year, mainly around the introduction of the new SEND administrative and safeguarding programmes and ways of working.

The impact of each outside agency is closely monitored, and its success is recorded within the individual child's profiles. Further information as to the success of each intervention is available within the school's evaluated provision map. All interventions are evidence based so that improvements can be measured.

How will we secure equipment and facilities to support pupils with SEND?

The Inclusion Manager has delegated responsibility for the budget to purchase additional equipment for pupils with SEND. All members of staff are able to submit bids for additional resources and the Inclusion Manager then determines which equipment to purchase. In the academic year 2017/18 over £800 was spent and examples of equipment purchased include books, specialised furniture (Chair for OT needs), resources to help early reading skills and equipment to support children's physical development. In extremis the

Head teacher is able to authorise additional expenditure for resources if necessary.

How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?

As a school we involve agencies if, and when, required on a case-by-case basis. As part of the LA, and having bought into OXSIT services, we can refer children to the agencies listed below and often do.

Educational Psychology (EP), Occupational Therapist (OT), Speech and Language Therapist (SALT), Special Educational Needs Support Services (SENS), Physiotherapist (PT) Communication and Interaction Service, Early Years SEN Inclusion Team, Oxfordshire Hospital School, Northern House Outreach, CAMHS/PCAMHS (Child and Adolescent Mental Health Services), School Health Nurse, Health Visitors, Children's Social Care (Safeguarding and Child Protection), Banbury Early Intervention Hub, Home-School Link Worker, Community Paediatrics, Play Therapy, Dance and Movement Therapy, Thames Valley Police, Multi Agency Safeguarding Hub (MASH), Cherry Tree Centre.

Parents are included in this process and are informed of the results of these referrals by:

- direct contact with the agency or professional, and/or
- receiving copies of the written reports, or
- meetings with the teacher / parents evenings, and/or
- via email

How do we access the effectiveness of our SEND provision?

The impact of each outside agency and intervention is closely monitored, and its success is recorded within the individual child's profiles. Further information as to the success of each intervention is available within the school's evaluated provision map (Blue Hills). All interventions are evidence based so that improvements can be measured.

During the year we employ OXSIT to come and visit the inclusion manager. This identifies strengths and areas for development in order for our provision to improve and continue to address the learning needs of our pupils.

How do we handle complaints from parents of children with SEND about provision made in the school?

All complaints are taken seriously and handled immediately. Initially, any complaints are addressed by class teachers and can be dealt with straight away. Other issues are resolved by members of the leadership team in a timely and efficient manner. The school also has a [complaints policy](#) should this be required.

Who can young people and parents contact if they have concerns?

If parents or children have concerns they should initially talk with the class teacher, who can invariably resolve them. If necessary there is a clear policy for raising concerns [available on the school website](#).

What supports services are available to parents?

Class teachers and other members of the leadership team are available to provide support for parents. The nurture team are also available if appropriate. If more specialist help is needed this can be accessed via the Inclusion Manager. The Cherry Tree children's centre is also available to offer support and guidance for all families within our community.

Where can the LA's local offer be found?

Details of the LA's local offer can be found here:

<https://www.oxfordshire.gov.uk/cms/taxonomy/term/278>