



Tetsworth Primary School SEN Information Report

2022 - 2023

This report sets out how Tetsworth Primary school ensures that all children receive their 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. We recognise that all children are individuals, each with their own needs that are special to them.

About our school

Tetsworth Primary School is a mainstream school with mixed classes. We have two-year groups per class from Nursery to Year Six. Tetsworth Primary School provides for children and young people with a wide range of specific educational needs and disabilities. These may include:

Communication and Interaction Needs:

Communication and Interaction is the ability to communicate with others. This includes the use of speech sounds, language, gestures, facial expressions and body language. This includes children who have speech language and communication difficulties including autistic spectrum conditions.

Cognition and Learning Needs:

Cognition is the umbrella term for a child's learning skills. It is their ability to process information, reason, remember and relate. This includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.

Social, Emotional and Mental Health Needs:

Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour. This includes children who may have behaviour difficulties relating to emotional conditions such as anxiety or depression.

Sensory and/or Physical Needs:

There is a wide range of sensory and physical difficulties that affect children and young people across the ability range.

Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning.

Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

About our SENCo (Special Educational Needs Coordinator)

Our school SENCo is Sarah Braund. She is a qualified teacher who is currently studying for the National SENCo Award. She works closely with Anna Bowden 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.

Sarah Braund teaches Reception and Nursery at Tetsworth Primary school and is the Early Years Co-Ordinator. Sarah Braund is available on a Thursday.

You can contact the SENCo by:

Email: sbraund@tetsworth.oxon.sch.uk

Tel (School Office): 01844 281328

Our SEN Governor is Ms R. Bowling

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

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

The guidance sets out clear practice for identification early intervention and provision:

- 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 our pupils in this
- How the funding is attained and allocated.

For further information please see details of OCC guidance and the SEN Local Plan

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/docum>

[ents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf](#)

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

The partnership between school and home is important to us here at Tetsworth Primary School. We will always contact parents if we have a concern that a child or young person may have a special educational need. We work closely with children and young people with SEND and their parents to agree outcomes, how we will all work towards these and then how progress will be reviewed.

The communication happens in a variety of ways:

- Each child has a pupil profile which outlines the interventions and / or strategies used to support the child's learning. This document is updated by the class teacher and will be shared with parents.
- Review meetings are held between the parents and class teacher in line with parent evening meetings, but additional meetings may take place if there is a need. Parent evenings are held twice a year in the Autumn and Spring terms.
- Parents are always able to speak to the class teachers at the end of the school day regarding any concerns.
- Appointments can be made to see the school SENCo by phoning or emailing the school office.
- We will also liaise with anyone who parents have told us are already involved with their child in an SEN capacity.

We will always contact parents if we have a concern that a child or young person may have a special need. We actively encourage parents who think their child may have an educational need to contact their child's class teacher as soon as possible, and at any stage, during their primary education.

Supporting Education Needs and Disabilities Register (SEND Register)

At Tetsworth we use the 'Waves of Intervention' approach to help us to identify the level of support needed by each child:

- Initial Concern (observe and monitor)
- Wave 1 (support through Quality First Teaching)
- Wave 2 (support through time-limited 1:1/small group intervention)
- Wave 3 (personalised plan of support)

Wave One: Wave 1 is the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explained new vocabulary; use of lively, interactive teaching styles that make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.

Wave Two: Wave 2 is a specific, additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of children with similar needs.

Wave Three: Wave 3 is targeted provision for children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions. It would be likely that outside agencies would be involved in this.

How do we adapt the curriculum to ensure it is board balanced and inclusive?

We offer a broad and balanced curriculum for all children and young people including those with SEND. The way in which we adapt this provision for pupils with SEN and/or disabilities is set out on our website in the School Accessibility Plan.

We are committed to meeting the needs of pupils with SEND as part of a whole school approach within our duties described under the Children and Families Act 2014, and the Equalities Act 2010. We provide an appropriate and high-quality education for every pupil. If additional support is required to support a pupil's progress and achievement as a school, we will make reasonable adjustments where necessary. Where a pupil is identified as having special educational needs, the school will use a four-part cycle of support - Assess, Plan Do, Review (APDR). Parents will be involved and are a very important part of this cycle. The children's strengths and needs are at the centre of this cycle.

All children with SEND are taught in class with their peers and the curriculum is adapted to meet their needs. Some children will have individualised timetables which are adapted to their personal needs and allows them to access the learning in the classroom.

We have established a Nurture Room suitable for individual and small group work if needed.

What expertise can we offer?

Our SENCo holds a Post Graduate Certificate in Education with Early Childhood Studies (QTS) and is currently studying for the National SENCo Award. She will attend meetings of SENCO's at least three times a year to share good practice and keep up to date with local and national initiatives. These are at partnership level and also across the other local partnership.

Teachers are kept updated on new developments and initiatives by our SENCo. As a staff we have recently all taken part in Zones of Regulation Training, ADHD training and Communication Challenging Behaviour.

Our Head and Senior teacher are all fully trained in safeguarding procedures and our SENCO is in the process of training to be a designated safeguarding lead

Teaching assistants are trained to support the particular needs of the children they work with and our TA's regularly attend the same training as the staff.

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

- SENSS, who support children with communication and language, sensory needs and physical needs
- Communication and interaction specialist teachers working to support ASD pupils
- Child and Adolescent Mental Health Services (CAMHS)
- Home school link worker.
- Children's social care
- SEN officer from County
- The Virtual School

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages about the Local Offer.

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-anddisability-local-offer>

We always discuss the involvement of specialist SEND services with parents first. They will usually need to sign a consent form for any service to become involved with their child/ren.

We are also happy to work with other services and organisations that are involved with a family, with their permission.

How do we know if SEN provision is effective?

The progress of all children/young people is tracked throughout the school following the three assessment weeks that are spread across the academic year. We input data for the PIRA and PUMA assessments into the Rising Stars website and then use this to identify groups and individual's progress.

In addition, for children/young people 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 write a pupil profile for each child on the SEN register which includes recommended actions from outside agencies and child's and parents' views. We keep track of interventions on a provision map each term. When we run special intervention programmes for individuals or groups of children. We assess how successful they have been and use that information to decide on how best to move learning forward. Sometimes the child's work will have shown enough progress toward their goals that we will decide that the intervention is no longer needed. We have implemented individual provision trackers for the children with SEND this year to help us see how the interventions and support are helping them to progress and therefore plan the most appropriate support for them going forward.

How are children and young people with SEN helped to access activities outside of the classroom?

The inclusion of all children in our extra curricular activities is important to us at Tetsworth Primary School. We ensure that all children are able to join in with our many and varied activities throughout the year such as special services in the village church, sporting events on the village green, swimming lessons in Thame, and other class trips that are related to learning topics.

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 communicate with parents and young people when planning trips so that everyone is clear about what will happen. We will do a full risk assessment for individuals if we feel that their SEND makes this necessary.

There is information about activities and events for disabled children and those with SEN in Oxfordshire in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's accessibility strategy can be read at:

http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools_Accessibility_Strategy.pdf

What do we do to support the wellbeing of children with SEN?

All children have the opportunity to share their views through the school council and in school PSHCE lessons and assemblies and use the Jigsaw PSHE scheme throughout the federation. We listen to the views of children/young people with SEND by involving them in the writing of their pupil profiles. We take bullying very seriously. We help to prevent bullying of children/young people with SEND by discussing incidents with children both in PSHCE lessons and by dealing with incidents very seriously in school. We have an anti-bullying week each year where we look at current issues. We encourage all children to speak to their class teacher if they have a problem or concern.

Transition for Pupils with SEND

We encourage all new children to visit the school before starting. For children with SEND, where possible, we have planned transition meetings with the previous school to ensure that we are well prepared to meet the additional needs of the child starting at school. Where possible, we would plan staged transition visits with key members of staff to see the child in their current setting as well as visiting and spending time in our school.

We begin to prepare our Year 6 pupils for their transition into the next stage of their education by liaising with the local secondary schools and talking to their Year 7 mentors and pastoral teams. This helps to ensure as smooth a transition as possible. Lord Williams' Secondary School offer the Pioneers programmes for vulnerable children and also extra sessions for those with ASD.

Developments for 2021-2022

- Luci Watson SENCO and Sarah Braund have worked together looking at SEND at Tetsworth. Luci Watson has now passed over the SENCO role to Sarah Braund and Sarah Braund is doing the NASENco course through Oxford Brooks University.
- Pupil profiles are now well embedded and use recommendations from all external agencies to provide a holistic approach to provision. Staff with these and will review three times each year with parents. They include the strengths of the child as well as areas for development.
- All staff looked at the universal offer for their classrooms and had training by Luci Watson on Quality First Teaching

Planned developments for 2022-2023

- Class teachers will be given time each term to sit with the SENCO and look at the children in each of the classes. Together the teachers and SENCO will look at the tracking of interventions and the impact they are having on the children. We will be reviewing the SEND register termly.
- We have made two small quiet spaces for children to work. We would like to use these further to support all children in the school. We have made a nurture room for small and individual group work in an upstairs space. We have also created a small space off one of the classrooms that allowed us to take pupils for quiet times, movement breaks and for following children's interests.
- All staff are working on quality first teaching for all in the classrooms and this is something we are working towards embedding quality first teaching fully. All teachers are focusing on the use of vocabulary in lessons, making sure that it is

explicitly taught and that it is ambitious for all pupils. Each teacher then has two individual focuses for each term which will reflect the children's needs in their classroom.

- We are looking at the use of individual provision trackers as well as class trackers across this school. This will help us to see the impact any individual or group interventions children are having to support them.
- We are committed to providing more knowledge for our staff when looking at SEND and strategies to support the four main areas of need. This has already started for 2022-2023 and we will be undertaking training lead by outside agencies.
- We are also looking at Positive Interventions Plans in place to support those pupils who need it.

Feedback and complaints procedures

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

If you would like impartial advice from Oxfordshire's Parent Partnership Service (now called SENDIASS) contact: <https://www.oxfordshire.gov.uk/cms/content/contact-parent-partnership>

In the event of a formal complaint concerning SEN provision, parents/guardians are advised to contact the Head of School. If the outcome of this complaint is not satisfactory follow the school's complaints procedure (I.e., make contact with the Executive Head Teacher for the federation). Concerns can then be escalated to the Governing Body if necessary. In the event that parents/guardians wish to make a complaint in regards to the outcome of an EHCNA, the Local Authority should be contacted.

Oxfordshire's Local Offer contains lots of information for parents:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-sen>