



Marsh Baldon CE Primary School

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Special Educational Needs and Disabilities (SEND) Information Report

'I came to give life, life in all its fullness' John 10:10

The kinds of special educational needs for which provision is made at the school	If we have concerns that a child is finding certain aspects of learning challenging, or that they are not making the same progress as other children, we follow the Oxfordshire Guidance for Special Educational Needs (SEN) Support and the SEND Indicators Tool to support Identification of Special Educational Needs (SEN) Support to identify and get a more detailed picture of the child's needs. We also involve parents who may have concerns about their child outside school. The checklists cover the four broad categories of SEN: • Communication and interaction needs (C&I) • Cognition and learning needs (C&L) • Social, emotional and mental health needs (SEMH) • Sensory and/or physical needs (S&P) Children at Marsh Baldon CE Primary School may have a range of Special Educational Needs and Disabilities (SEND). These may include, but are not limited to, Moderate Learning Difficulties, Specific Learning Difficulties (such as dyslexia, dyscalculia and dyspraxia), Autism Spectrum Disorder, hearing impairment, Speech Language and Communication needs, Physical disabilities, and Behaviour, Social and Emotional Difficulties. We meet the requirements of the Disability Discrimination Act (DDA) 1995. We meet the requirements of the Equalities Act (2010).
Information in relation to mainstream schools about the school's policies for the identification and assessment of pupils with SEN.	Rhian Woodward is the Special Educational Needs Coordinator (SENCo). She tracks the progress of individual children and groups across the school. This can then trigger intervention and support where necessary throughout the year. Thorough and individualised assessment of children, including: observation, termly class based assessment, diagnostic assessment and use of provision mapping. Communicate and consult effectively with all stakeholders including: pupil progress meetings, parents meetings, target setting with children, individual Pupil Profile meetings and reviews, involvement of outside agencies. Continuous review of progress during and after interventions and through differentiated class-based activities delivered via Quality First Teaching.
Information about the school's policies for making provision for pupils with SEN whether or not pupils have Education & Health Care Plans (EHCP), including:	
a. How the school evaluates the effectiveness of its provision for such pupils.	The children's progress is monitored through the use of the whole school Insight assessment tracking system which informs our evaluation of the provision map. Pupil Profile reviews three times a year with parental and pupil input.

	Pupil progress meetings to look at whole school pupil performance and tracking of progress are undertaken three times a year. Parent consultations and Annual Report.
b. The school's arrangements for assessing and reviewing the progress of pupils with SEN.	All children receiving interventions are assessed at the beginning and end of their intervention programmes. Summative assessments at the end of each Year group. Continuous assessment through Quality First Teaching. Learning walks/observations to review effectiveness of provision. Reviewing assessment information to compare progress of SEN children against their cohort twice a year.
c. The school's approach to teaching pupils with SEN.	We understand that SEND support should arise from a four part cycle - Assess, Plan, Do, Review. This approach ensures all teachers are continually assessing, planning, implementing and reviewing their teaching and provision for all children. Children with SEN are inclusively educated within an age appropriate classroom with their peers through Quality First Teaching. Teaching and resources are adapted and individualised where necessary within the classroom to ensure children are able to achieve the learning objectives. If additional support is identified as necessary, children take part in planned, evidence based interventions which are provided at a suitable time. Support is personalised and targeted. Adults working with a child with SEN communicate regularly to ensure a consistent approach to teaching and learning. Our graduated approach is outlined in more detail here: Graduated approach
d. How the school adapts the curriculum and learning environment for pupils with SEN.	Class work is adapted by the class teacher to suit the individual learner's needs irrespective of year group or age. This might be through reasonable adjustments and scaffolded work. We use the 5 a day approach as part of our quality first teaching. Teaching Assistants (TAs) work alongside the class teacher to support children with SEN individually/in small groups and to facilitate the class teacher working with children with SEN. Links are forged between classroom and intervention to ensure continuity.
e. Additional support for learning that is available to pupils with SEN.	TAs are used to support the needs of individual children and small groups. Teachers are trained to meet a variety of SEN needs. Differentiated resources to support children with SEN to foster independent learning. Support from outside agencies where necessary. Appropriate interventions are delivered to individuals /small groups. Specialist staff in school: SENCo Access to outside agencies such as educational psychologists, speech and language therapists, behaviour support services.
f. Activities that are available to pupils with SEN in addition to those available in accordance with the curriculum.	All children have access to a wide range of extra curricular activities that are provided by Marsh Baldon CE Primary School. These currently include: Art Club with Little Masters, Drama Club with Acorns Theatre, as well as school runs Activity Clubs including Dance, Sport and Science. Additional adults can be made available to support children with more complex needs if they wish to participate in any of these activities. All children are encouraged to go on school trips and residentials, whatever their SEN needs. Adventurous Activities are provided for all children and SEN children are fully included in these.
g. Support that is available for improving the emotional and social development of pupils with SEN.	Talk Time Circle of Friends Emotional Literacy Support Assistants (ELSA) Zones of Regulation Support at playground at break and lunch time Nurture club

	Support from outside agencies, such as The Hub and Child and Adolescent Mental Health Service (CAMHS) that can provide services such as play therapy and counselling. Key person available for children to talk to during times of stress. Social Stories Emotion Coaching
Information about how Children We Care for are supported	Designated Teacher for Children We Care For and Previously Cared For Training provided by OCC - Virtual Schools DT to attend PEPs Liaise with VS case worker Termly updates from Virtual Schools Supporting transition - careful planning, including a pupil profile Provision mapping Ensure funding is correct (inc. Pupil Premium Plus) Ensure updates and plans are shared with relevant staff Positive and regular communication with parents
Information about the expertise and training of staff in relation to children with SEN and about how specialist expertise will be secured.	Appropriate members of staff regularly take part in training and disseminate this as required. We access support from outside agencies including educational psychologists, CAMHS, Oxfordshire Schools Inclusion Team and SENSS. Whole staff training from outside agencies. TA meetings and training sessions. Liaison with SENCo The teachers take part in CPD regularly to enhance their Quality First Teaching. Specific training to meet specific needs is obtained and is also part of the school's anticipatory duty towards meeting the needs of every child.
Information about how equipment and facilities to support children with SEN will be secured.	Regularly review provision maps to ensure Quality First Teaching in class, appropriate interventions and access to external agencies. When we feel a child needs an EHCP we will ensure that the necessary steps are taken promptly. Advice sought for any environmental adaptations needed as and when required. This support is offered through the local authority's occupational therapist.
The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child.	We offer: Regular parent consultation meetings with the class teacher. Termly Pupil Profile reviews. We work closely with parents to obtain their views and help shape provision for children. Open door policy with class teacher/ SENCo Relevant information about how parents can support their child at home. Annual reports to parents. We hold multi-agency meetings as required e.g. Strengths and Needs assessments, and Team Around the Family (TAF). Parent's views are sought verbally and through surveys.
The arrangements for consulting with young people with SEN about, and involving them in, their education.	TAs and class teachers review progress with children and seek their views. Children are encouraged to feedback during their Pupil Profile Reviews.
Any arrangements made by the Governing body relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school.	If parents wish to put in a formal complaint regarding provision for their child's SEN, they can follow the school's Complaints Procedure which can be obtained through the school office. Parents can also seek advice from SENDIASS: https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/information-advice-and-support-parents-and-children-about-sen/sendiaas-oxfordshire
How the Governing body involves other bodies including Health and Social Services bodies, LA support services and voluntary organisations in meeting	The Governing Body supports the work of the school staff and their referrals to appropriate outside agencies including Social Services and Health Care.

the needs of pupils with SEN and in supporting the families of such pupils.	
Contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with the Children & Families Act Clause 32. (See Appendix 1)	The Local Authority publishes details of all support services on offer for pupils with SEN. This information can be found on the Oxfordshire County Council website: https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer
The school's arrangements for supporting pupils with SEN in transferring between phases of education and preparing for adulthood.	We liaise with local secondary schools and offer additional meetings, visits and preparation for children who find transition more difficult. Through discussions with the children and parents we identify short/medium/long-term desired outcomes and consider their long-term aspirations. In-school transition days for pupils to meet their new teacher. Transition meetings for parents of new Early Years Foundation Stage (EYFS) children to support them as they start school. Use SENSS advisory teacher to support children's transition e.g. use of Social Stories and visual prompts and cues to support children on the Autistic Spectrum.
Information on where the local authority's local offer is published.	The Local Authority publishes details of all support services on offer for pupils with SEN. This information can be found here: https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer
Contact of SENCo and Designated Teacher for Children We Care For	Rhian Woodward (SENco) Marsh Baldon CE Primary school 01865 343249 office@marshbaldonschool.co.uk

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Appendix 1

Children and Families Act 2014 Clause 32

Advice and information for parents and young people

(1) A local authority in England must arrange for the parents of children for whom it is responsible, and young people for whom it is responsible, to be provided with advice and information about matters relating to the special educational needs of the children or young people concerned.

(2) The authority must take such steps as it thinks appropriate for making the services provided under subsection (1) known to—

(a) the parents of children in its area;

(b) young people in its area;

(c) the head teachers, proprietors and principals of schools and post-16 institutions in its area.

(3) The authority may also take such steps as it thinks appropriate for making the services provided under subsection (1) known to such other persons as it thinks appropriate.