



Marcham CE Primary School SEN

Information Report

At Marcham CE Primary School, we recognise that all children have the 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 and become confident, independent individuals.

We aim to:

- ❖ Ensure that our curriculum is responsive to all children whatever their individual need.
- ❖ Promote positive attitudes and individual confidence in a safe, caring, collaborative community where learning is fun, ensuring all children experience success.
- ❖ Identify, assess, record and regularly review pupils' special educational needs.
- ❖ Encourage parents/guardians to be actively involved in planning and supporting at all stages of their child's development.
- ❖ Make effective use of support services.

The Oxfordshire County Council Local Offer for Children with SEN and disabilities can be found at:

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

About our School

Marcham Primary School makes provision for children with a wide range of special educational needs, including those with:

- ❖ **Communication and Interaction Needs:**
This includes children who have speech, language and communication difficulties including Autistic Spectrum Disorder.
- ❖ **Cognition and Learning Needs:**
This includes children who have specific learning difficulties such as Dyslexia, DCD (Developmental Coordination Disorder – Dyspraxia) and Dyscalculia.
- ❖ **Social, Emotional and Mental Health Needs:**
This includes children who may present with challenging behaviours linked to emotional conditions such as anxiety or depression. This also includes ADHD.
- ❖ **Sensory and/or Physical Needs:**
This includes children who have visual or hearing needs, or a physical disability that affects their learning.

Who should I contact to discuss the concerns or needs of my child?

Marcham is committed to working in partnership with parents and will listen to any concerns parents may wish to raise. Please contact the school to make an appointment.

- ❖ Class teacher – is the first point of contact. They monitor the day-to-day progress of each child and liaise with the SENCo about interventions needed.
- ❖ SENCo – Emma Callahan
- ❖ Headteacher – Lindsay Priddle
- ❖ SEN Governor – Anne Wilson

Our SEND Policy can be found here on the School Website:

<https://www.marcham.oxon.sch.uk/school-policies-and-sen-information/>

How does the school ensure that children who need extra support are identified early?

Children are identified as having special educational needs in a variety of ways including:

- ❖ Child performing below age expected levels or making slow progress.
- ❖ Concerns raised by the class teacher or a parent.
- ❖ Through pupil progress meetings when progress data is discussed.
- ❖ Health diagnosis.
- ❖ Liaison with external agencies e.g. Educational Psychologists.
- ❖ Liaison with previous school or setting.
- ❖ Use of Oxfordshire SEN Guidance checklists.

What should a parent do if they think their child may have special educational needs?

In the first instance, you should make an appointment with your child's class teacher. If you are still concerned, contact the SENCo, Emma Callahan.

Who will explain my child's needs and progress to me?

- ❖ The class teacher will meet parents, at a review meeting, at least 3 times a year (this could be part of a Parent's evening) to discuss their child's needs, support and progress.
- ❖ School staff may occasionally informally discuss progress with parents/carers as needed.
- ❖ If you require further information, please contact Emma Callahan (SENCo).

How will the school support my child?

- ❖ Support and progress for any child with special educational needs is monitored by the SENCo.
- ❖ **Class Teacher Input (Quality First Teaching)**
 - Class teachers are responsible for the learning of all the children in the class.
 - Teachers are skilled at adapting, scaffolding and differentiating the curriculum to take account of individual pupil needs.

- Specific strategies may be in place to help your child to learn.
- Extra support may be put in place if the teacher has decided your child has a gap or gaps in their understanding/learning.
- Additional adults may be used to support groups within the class, but independence is encouraged.

❖ **Specific Group Work (Intervention)**

- We run a range of intervention programmes, led by teachers and TAs, in the areas of literacy, numeracy, social, emotional and motor skills to support individuals and groups and there are staff trained to deliver them.

❖ **External Agencies**

- When appropriate, we will take advice from external agencies such as Special Educational Needs Support Service, Educational Psychology, Speech & Language Therapy, Occupational Therapy, Special School Outreach and CAMHS.
- Any advice given will be used to inform and support classroom practice.

How do you measure my child's progress?

- ❖ We measure children's progress in learning against national age-related expectations. We measure progress at 3 assessment points during the year, using a variety of different methods including standardised National Curriculum tests at the end of Key Stage 1 and 2 and teacher assessment.
- ❖ Occasionally, we use other specialised tests to get a spelling age or a reading age to provide a more finely tuned assessment.
- ❖ Children who are not making expected progress are identified through the pupil progress meetings which are held after the assessment points. In this meeting, a discussion takes place about those pupils experiencing difficulties and what further support can be given to aid their progress.

How are the school's resources allocated and matched to children's special educational needs?

- ❖ We ensure that all children with special educational needs are provided for to the best of the school's ability with the funds available.
- ❖ We have a team of teaching assistants and part of their responsibility is to deliver programmes designed to meet individual or groups of children's needs. A number of TAs are trained in particular intervention programmes.
- ❖ The class teacher and SENCo will discuss the child's needs and what support or interventions would be appropriate to help them make progress and achieve success.

What expertise can we offer?

Our SENCo has been a teacher for over 10 years. During her career in education, she has undertaken the roles of Health & Wellbeing Leader, as well as the Designated Teacher for looked after children. She is an attachment aware practitioner, is a Youth mental health first aider, and has received extensive training

within this field. She is also one of the school's Designated Safeguarding Leads. She has received the National SENCo Award and has experience supporting children with a variety of difficulties.

- ❖ We have two TAs who have undertaken "Nurture" training who can work with and support children who have a variety of emotional or mental health needs or are in families where there is such a need.
- ❖ All staff have had basic training in supporting children with literacy difficulties, ASD, and attachment difficulties.
- ❖ Some of our TAs are trained in specific interventions such as the Fischer Family Trust Reading intervention and Talk Boost.
- ❖ Our Early Years staff have received specialist training around the 'May I Join You' approach to communication.
- ❖ Some staff have received training in supporting children who have experienced trauma.
- ❖ Staff training is undertaken in various aspects of SEN according to the needs of the children to ensure that the provision made and support given to pupils is appropriate and effective.
- ❖ The training needs of staff are reviewed as part of the CPD process in school. Training may take the form of attendance at external courses on particular conditions such as Dyscalculia, Dyslexia or Autism or is offered through in-house training run by the SENCo or other specialists such as our Educational Psychologist or a Communication & Interaction Advisory Teacher.

How does the school judge whether the support has had an impact?

- ❖ The school identifies the needs of SEN pupils on a provision map. This identifies all the support given within the school. It is reviewed regularly, and changes are made as appropriate so that the needs of children are met, and the resources deployed as effectively as possible.
- ❖ The effectiveness of the intervention programmes is monitored by assessing their impact. Intervention programmes are continually under review.
- ❖ The child's progress is discussed at pupil progress meetings with the head teacher and termly meetings with the SENCo.

What arrangements are available for pupils to access tests and assessments?

- ❖ Some Year 6 pupils may be assessed to determine whether individuals may qualify for additional time. Class teachers will inform parents/carers if this is the case.
- ❖ School adheres to current access arrangements for Key Stage 1 and Key Stage 2 statutory tests.

What social and emotional support is available to ensure my child's overall wellbeing?

- ❖ All classes follow a PSCE (Personal, Social, Citizenship, Health and Economic Education). We follow a published scheme called Jigsaw which incorporates the new requirement for RHE (Relationships and Health Education). We are a values-led school, so lessons often link to the current theme.
- ❖ Teachers may identify particular groups or individuals who would benefit from interventions to develop their social and emotional skills.

- ❖ Groups to develop social skills and enhance self-esteem.
- ❖ Lunchtime and after school clubs.
- ❖ Strong home - school liaison.
- ❖ Anti-Bullying Policy and procedures which focus on vulnerable groups:
<https://primarysite-prod-sorted.s3.amazonaws.com/marcham-cofe-primary/UploadedDocument/d2bd507e-f27e-4f5e-9d5a-d2c1eed24355/anti-bullying-policy-nov-22-v2.pdf>

How accessible are the school environment and facilities?

- ❖ The main entrance and the Reception and KS1 side of the building are accessible to wheelchair users.
- ❖ The playground is wheelchair accessible from the Reception and Key Stage 1 side of the building only.
- ❖ We have a disabled toilet and a shower that is large enough to accommodate changing and personal hygiene care.
- ❖ We are aware of and adapt the environment/provision to meet various sensory needs.
- ❖ Reasonable adjustments are made by staff to ensure that children with disabilities can access all lessons.
- ❖ Trips are planned to take in account the needs of children with disabilities with risk assessments where needed.
- ❖ Follow this link to view the School Accessibility Plan:
<https://primarysite-prod-sorted.s3.amazonaws.com/marcham-cofe-primary/UploadedDocument/978e026c7cf04959b34ce321c9c8fd8d/accessibility-plan-sept-17.pdf>

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

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

<https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/home.page>

How will the school prepare and support my child for transition?

Early Years Transition

- ❖ All new children are invited to spend time in their new class prior to starting with us.
- ❖ The SENCo/class teacher attends transition meetings for pupils with SEN making the transition from Pre-School or Nursery to Reception.
- ❖ Parents are invited to a pre-admission evening.

Year 6 Transition

- ❖ Key staff and often Year 7 students from secondary schools visit Marcham to speak to the Year 6 pupils.
- ❖ All pupils in Year 6 are invited to at least one familiarisation day at their secondary school.

- ❖ Additional visits may be arranged for individuals or groups as necessary.
- ❖ SENCo or Y6 class teacher attends Year 6 to Year 7 SEN transfer meeting and may meet with key staff from the school.
- ❖ For some children there may be a planned programme of transition that could include social stories or transition books.

Moving Schools

If your child is moving to another school, we will:

- ❖ Contact the school SENCo to ensure he/she knows about any special arrangements that need to be made for your child.
- ❖ Pass on any records as soon as possible.

If your child joins us from another school, we will:

- ❖ Make contact with the school SENCo to find out any special arrangements or support that needs to be made for your child.
- ❖ Meet with parents to discuss their child's needs and plan any support/provision which needs to be put in place.

Who should I contact?

- ❖ If you are concerned about your child, in the first instance please speak to your child's class teacher.
- ❖ If you'd like to feedback, including compliments and complaints, about SEN provision, please contact either Emma Callahan (Deputy Headteacher & SENCo) or Lindsay Priddle (Headteacher).
- ❖ If you'd like impartial advice from SENDIASS (Oxfordshire - Supporting Parents of children and young people with Special Educational Needs and Disabilities) contact:

Call: 01865 810516 or text 07786 524294

Email: sendiass@oxfordshire.gov.uk or visit the

Website: www.oxfordshire.gov.uk/sendiass

Further information is available in school.

- ❖ If you'd like to know more about opportunities for children and young people with SEN and their families, support groups or information about SEN these are listed in the Family Information Directory: <http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.pag>