



Tel: 01993 822159 Fax: 01993 822792
Email: office.2251@burford-pri.oxon.sch.uk
Head Teacher – Mrs Jenny Dyer
School website: www.burford-pri.oxon.sch.uk

'Respect, Aspire, Achieve'

Special Educational Needs and Disabilities 2019 Report to Parents

Aims

At Burford Primary School, we recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum, including those with special educational needs (SEND), as published on our school website. The way we adapt this for pupils with SEND is set out in the Equality Policy and School Accessibility Plan and Special Educational Needs Policy, available via the school website.

We offer a range of intervention programmes to support development of skills and knowledge in English and Mathematics specifically and make effective use of support services to enhance our provision.

About our school

Burford Primary School is an Academy with the Oxford Diocesan Schools Trust and, as an inclusive school, provides support for pupils with a wide range of SEND needs including those with:

- **Communication and interaction needs** - *pupils who have speech language and communication difficulties including autistic spectrum conditions*

- **Cognition and Learning needs** - *pupils who have learning difficulties and specific learning difficulties including dyslexia, dyspraxia and dyscalculia*
- **Social, Emotional and Mental Health needs**
- **Sensory and/or Physical needs** - *pupils who have visual or hearing needs, or a physical disability that affects their learning*

Our Special Educational Needs Co-ordinator (SENCo) is: Jenny Dyer, Head Teacher

Our Special Needs Advisory Support Teacher: currently vacant

Our Governor with responsibility for SEND is Oliver Strange

Our SEND policy is available via our school website

Our Equality Policy and Accessibility Plan is available via our school website

How do we identify and give extra help to pupils with SEND?

The school uses Oxfordshire County Council's guidance 'Identifying and Supporting Special Educational Needs in Oxfordshire Schools and settings'. The guidance sets out:

- How we identify if a pupil has a special educational need
- How we assess pupils and plan for their special educational needs and adapt our teaching
- Ways in which we can adapt our school environment to meet each pupil's needs
- How we review progress and agree outcomes and involve you and your child.

Click here to read it:

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducatonandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>

How do we work with parents and pupils?

Parents will be contacted if we have a concern that a pupil may have a special educational need. We work closely with pupils with SEND and their parents to agree outcomes and how

we will all work towards these, and then to review progress. We do this through arranged meetings and parent consultations.

There are also opportunities for parents and pupils to contribute to our policies on SEND and Equality. We do this by the feedback we receive from parents and pupils during our consultations.

Special educational Needs Register

Currently there are pupils 16 on the Special educational Needs Register which is 14% and slightly above the national average of 12%, including pupils with a range of SEND.

What expertise can we offer?

- Our SENCo holds the Postgraduate National Award for SEN Coordination (NASENCO) and works with teachers, teaching assistants and other professionals to organise and deliver provision for pupils with SEND
- Our teachers are experienced in providing quality teaching and one also holds the NASENCO qualification. They engage in a range of ongoing continuing professional development, including Autism, Team Teach and Safeguarding, so that the best possible provision can meet the individual needs of pupils with SEND.
- Our teaching assistants have a wide range of experience and expertise in delivering a range of intervention programmes
- We engage the services of a special needs advisory support teacher (SNA) who supports school in meeting its statutory duties relating to SEND, carrying out diagnostic assessments and advising on strategies to enable pupils to make progress.

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

- Child and Adolescent Mental Health Services (CAMHS)
- Communication and language, sensory needs and physical needs
- Early Intervention
- Educational Psychology

- Multi Agency Safeguarding Hub (MASH)
- Occupational Health
- Oxfordshire School Inclusion Team (OXSiT) and SEND Officer
- School Nurse
- Special Educational Needs Specialist Service (SENSS) that supports pupils with
- Therapy services
- Virtual School for Looked After Children and Care Leavers

Information about these services and what they offer can be found on the Oxfordshire County Council local offer web pages:

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

We always discuss the involvement of specialist SEND services with parents first. Burford Primary also works with other services and organisations that are involved with a family, with the family's permission.

How do we know if SEND provision is effective?

Progress for all children, including those with special educational needs is closely tracked throughout the year, using a combination of teacher assessment, as formative assessments, and summative assessments taken three times per year. In addition, Progress in Reading Assessment (PIRA) and Progress in Understanding Mathematics (PUMA) assessments, and other diagnostic assessments are taken to establish progress in spelling and reading ages. Target Tracker, an electronic assessment tool, closely records and monitors progress and attainment, based on national curriculum statements. Outcomes are reported to parents through parent consultations and individual reports.

Intervention programmes are available through one-to-one support, as pairs or groups of pupils and their success is measured and used to inform future planning and provision.

How are pupils with SEND helped to access activities outside of the classroom?

- All pupils are included in activities and trips in accordance with duties under the Equalities Act 2010 and following risk assessments, as required
- We communicate to parents and pupils when planning trips, so that everyone is clear about arrangements
- There is information about activities and events for disabled pupils and those with SEND in Oxfordshire in the Family Information Directory:

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

Whilst Oxfordshire's accessibility strategy does not apply to academies, the information and case studies are helpful and can be read at:

<http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/schoolsnews/2016/Revised%20Schools%20Accessibility%20Strategy%20FINAL%20May%202017.pdf>

What do we do to support the wellbeing of pupils with SEND?

All pupils have the opportunity to share their views through school council representatives and circle time Personal, Social and Health Education (PSHE) sessions, as well as being able to talk to members of staff.

We listen to the views of pupils with SEND and include them as part of the review process of Pupil Profiles, so they can reflect on learning, identify what they have done well and next steps for learning.

We take bullying very seriously. We help to prevent bullying of pupils with SEND through:

- Assemblies
- PSHE lessons
- Equality Policy
- Positive Behaviour Policy
- Anti-bullying Policy

- e-safety awareness sessions

Joining the school and moving on

We encourage all new pupils and their parents to visit the school before starting and then to attend induction sessions. For pupils with SEND, further visits can be arranged to meet their new class and teacher, to ensure a smooth entry/transition.

For those transferring to secondary school, we prepare pupils for transition through 'taster' days; additional transition visits are arranged for pupils with specific needs.

Who to contact

Parents and carers who have concerns about their child, should speak to the class teacher. If further action is required, the class teacher will liaise with the SENCo and then arrange a further meeting to discuss and next steps.

Impartial advice is available from Oxfordshire's SEND and Disability Information, Advice and Support Service Parent (SENDIASS) Service, formerly Parent Partnership, contact:

<https://www2.oxfordshire.gov.uk/cms/public-site/sendiaass-oxfordshire>

Information relating to opportunities for pupils with SEND and their families, support groups or information about SEND are listed in Oxfordshire's Family Information Directory:

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

Oxfordshire's Local Offer also contains a range of information for parents:

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