



Goring Church of England Primary School SEND Information Report

These pages set out information about our provision for children and young people with special educational needs and disabilities (SEND).

About our school

Goring Church of England Primary School provides for children and young people with a wide range of special educational needs and disabilities including those with:

- Communication and interaction needs; this includes children who have speech language and communication difficulties including autistic spectrum conditions.
- Cognition and Learning needs; this includes children who have specific learning difficulties including dyslexia, dyspraxia and dyscalculia.
- Social, Emotional and Mental Health needs
- Sensory and/or Physical needs; this includes children who have visual or hearing needs, or a physical disability that affects their learning

Our special educational needs and disabilities co-ordinator (SENDCo) is: Mrs Mitchell who can be contacted on: 01491 872289/office.3803@goring.oxon.sch.uk

Our governor with responsibility for SEND is: Henry Fay

Our SEND policy and Equalities & Accessibility policy and plan can be found on our school website. Paper copies can be obtained from the school office.

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

The school uses Oxfordshire County Council's guidance which can be found on the 'local offer' website below: <https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/guidance-and-policies>

The guidance sets out:

- 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 you and your child in this

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

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 personalised targets and ways in which these will be achieved. We review progress by holding termly pupil profile review meetings, which are in addition to parents' evening. We also liaise via email and telephone if appropriate or necessary.

Adapting the curriculum

We offer a broad and balanced curriculum for all children and young people including those with SEND. Details are published on the school website. The way we adapt this for children with SEND and disabled children is set out in the Equalities & Accessibility policy and plan. This can be found on our school website.

For individual children, with additional needs, we may use intervention programmes such as Write from the Start, Direct Phonics, Phonics Books, Precision Teaching, Toe by Toe, Socially Speaking, working/auditory/visual memory activities, Spirals, Teddy Talktime and Friendship Formula to support the development of language, literacy, maths and social skills. Our teaching assistants and staff are committed to delivering pupil wellbeing support when required.

What expertise can we offer?

Our SENDCo has achieved the National Award for Special Educational Needs and Disabilities Coordination and has specialist training in areas such as writing Educational Health and Care Needs Assessments (EHCNA), additional funding applications, Team Around the Family (TAF) meetings, Early Help, Leading Good Autism Practice and Developing a Whole School Approach to Mental Health. The SENDCo also holds a national professional qualification in senior leadership (NPQSL).

All staff receive basic awareness level training across a range of special educational needs. Individual teaching assistants are trained to support the needs of the children they work with.

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

- SNASt (Special Needs Advisory Support Teacher)
- Educational Psychology
- SENSS, who support children with communication and language, SENDsory needs and physical needs
- Child and Adolescent Mental Health Services (CAMHS)
- Oxfordshire School Inclusion Team
- NHS Therapy services
- Early Intervention
- Children's Social Care

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

How do we know if SEND provision is effective?

To ensure that no pupil is at risk of under achieving, all pupils, including those on the SEND register, are closely monitored by their class teacher/s. The Senior Leadership Team (SLT) have a rigorous

process for monitoring teaching and learning across the school. For those children with SEND, who cannot access the National Curriculum, staff will assess children outside of their year group or by using the 'Pre-Key Stage Standards'. In EYFS, staff will assess children using the Early Learning Goals be used as ways of monitoring progress and attainment. In addition, for children/young people with SEND we regularly review progress towards agreed personalised targets, assessing the impact of the support and agreeing next steps for development.

We monitor the success of intervention programmes and use this to inform our future planning for children with additional needs.

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

All children and young people are included in activities and trips, following risk assessments where appropriate, in accordance with duties under the Equalities Act 2010.

Information about activities and events for disabled children and those with SEND in Oxfordshire can be found in the Family Information Directory:

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

Oxfordshire's accessibility strategy can be read at:

<https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/schoolsaccessibilitystrategy.pdf>

What do we do to support the wellbeing of children/young people with SEND?

All children have the opportunity to share their views through their school pupil groups representatives and the pupil survey, conducted twice a year. We listen to the views of children/young people with SEND by having an inclusive environment where the opinions of all children are valued. We record the pupil voice on our pupil profiles.

We take bullying very seriously. We help to prevent bullying of children/young people with SEND, please see our anti-bullying policy which is available on the school website.

Joining the school and moving on

We encourage all new children to visit the school before starting. For children/young people with SEND we will liaise with colleagues, parents and carers to arrange extra opportunities for transition.

We begin to prepare young people for moving on to the next stage of education through transition work. A 'New Beginnings' group at Langtree Secondary School is offered for vulnerable learners and we invite colleagues from other settings to meet and work with SEND children in order for them to understand the child's needs and capabilities.

Who to contact

For all information relating to SEND please contact Mrs Mitchell via the school office: 01491 872289 or office.3803@goring.oxon.sch.uk

The Governors of Goring C of E Primary School have developed a procedure to deal with concerns from members of the school community or the general public. The 'Raising Concerns' policy can be found on the school website, under the policies and forms section.

Impartial information, advice and support to parents of children and young people with SEN and disabilities: [Contact – SENDIASS Oxfordshire](#)

If you'd like to know more about opportunities for children and young people with SEND and their families, support groups or information about SEND contact the Family Information Directory: <http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's Local Offer contains information for parents regarding SEND.

Our school has contributed to the county's Local Offer through attendance at training workshops and through the trialling of new guidance and systems.