



The School SEND Information Report for Ogbourne C of E Primary (October 2022)

This should be considered alongside Excalibur Academies Trust SEND policy which is found on our school website or at www.excalibur.org.uk

1. Roles and responsibilities

1.1 The SENDCo

The SENDCo is Mrs Flora Kay.

Contact: SEND@ogbourne.excalibur.org.uk

She will:

- Work with the Executive Principal, Principal and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

1.2 The SEND governor is Mrs Sarah Farley

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Principal and SENDCo to determine the strategic development of the SEND policy and provision in the school

1.3 The Head of School is Mrs Lucy Crump

The Executive Principal is Mrs Gudrun Osbourn

The Head of School and Principal will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability



1.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

2. SEND information

2.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

2.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils. We then hold termly pupil progress meetings and will identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

2.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. We believe parental and pupil input is vital and these conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty



- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

2.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach to SEND support and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

2.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. The SENDCO has a meeting prior to children moving to secondary school, to discuss in detail the children moving up. Children who may need additional visits and a more tailored transition process are identified, and extra visits are organised. The secondary school will receive the relevant SEND files. We will agree with parents and pupils which information will be shared as part of this.

We also have close liaison with the pre-schools before children join our setting and discuss in detail any children with SEND. Again, extra visits are set up as necessary.

2.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEND. We make use of the EEF '5 a day' strategies (Explicit Instruction, Cognitive and Metacognitive strategies, Scaffolding, Flexible Grouping and Using Technology) to ensure all our learners have access to high quality teaching and that teaching is inclusive to all. We aim to ensure that our classroom environments are fully inclusive, with reasonable adjustments being made, on an individual basis, to ensure all needs are met.



We will also provide the following interventions:

- NESSY Fingers
- Tailored and personalised small-group literacy/ numeracy support
- Phonics interventions (ELS Intervention)
- Herts for Learning Fluency Intervention
- Precision Teaching (key maths skills and spellings)
- Daily Readers
- Essential Letters and Sounds Intervention
- WESford
- Zones of Regulation/ A 5 Can Make me Lose control (Emotional literacy support programmes)
- ELSA (Emotional Literacy Support work)
- SaLT intervention

2.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Ensuring our curriculum is fully inclusive and tailored to ensure all pupils are able to access it. We make use of the EEF '5 a day' strategies (Explicit Instruction, Cognitive and Metacognitive strategies, Scaffolding, Flexible Grouping and Using Technology) to ensure all our learners have access to high quality teaching and that teaching is inclusive to all.
- Adapting our resources and staffing – we have an additional part-time intervention/ booster teacher so that we are able to facilitate some smaller groups for teaching of some lessons
- 'Small steps' approach maths programme ('Can Do' maths) and effectively scaffolded writing programme
- Maths just taught in year groups rather than class groups.
- Providing concrete resources and manipulatives e.g. maths place value counters, Diennes equipment etc and word/ sound cards
- Using recommended aids - coloured overlays, visual timetables, larger font, fidget toys, wobble cushions, ear defenders etc.
- Use of assistive technology – e.g. laptops for dictation/ immersive reader
- Adapting our teaching to the needs of different learners, for example, giving longer processing times, pre- and post-teaching of key vocabulary, reading instructions aloud, scribing, providing both visual and auditory instructions, visual timetables, now and next boards etc.
- Careful consideration of environment to limit sensory overload and ensure sufficient space at tables and individual work stations.

Please see our SEND adaptations on the website which may be used to support adaptations to our curriculum

<https://ogbourne.excalibur.org.uk/wp-content/uploads/2023/09/Ogbourne-SEND-Adaptations.pdf>



2.8 Additional support for learning

We have 4 teaching assistants who are trained to deliver interventions such as Precision teaching, NESSY and small group work (such as extra phonics support). 1 of these TAs is a fully trained ELSA and is able to deliver pastoral support and a range of emotional literacy support programmes. We also have an additional teacher who is able to facilitate small group and one-to-one bespoke, targeted interventions as well as wave 1 teaching support.

Teaching assistants will support pupils on a 1:1 basis when providing a bespoke intervention (such as Precision Teaching).

Teaching assistants will support pupils in small groups when supporting pupils requiring a similar level of support or support in the same area.

We work with the following agencies to provide support for pupils with SEND:

- Educational Psychologist
- Specialist SEND Service (SSENS)
- Speech and Language Therapy
- Occupational Therapy
- Specialist Teacher of the Deaf
- Behaviour Support Service
- CAHMs
- 'Drawing and Talking' therapy

2.9 Expertise and training of staff

Our SENDCo is completing the National Award for SEND Co-ordination, which is the statutory qualification for SENDCos. She has 8 years teaching experience, most recently as a member of the Inclusion Team where she worked with a children with a range of SEND. She is part of an active network of SENDCO's within the academy. She is supported by Kate Hinks, Head of SEND for Excalibur Academies Trust, allocated 1 day a week to manage SEND provision at Ogbourne and in her absence the Head of School is also a fully qualified SENDCO.

We have an expert booster and pupil premium teacher who is very experienced with working with different groups with different needs, as well as supporting additional wave 1 provision within the classrooms.

We have a team of 4 teaching assistants who are trained to deliver SEND provision.

In the last academic year, staff have been trained in the EEF '5 a day' strategies, ELSA support, ELS Interventions, Zones of Regulation and Writing appropriate SEND outcomes for IEPs, Supporting children with neurodiverse conditions.

2.10 Securing equipment and facilities

There is an annual SEND budget in order to purchase equipment and facilities. We also have a very supportive Parent and staff Association (PSA) who raise vital funds in order for us to secure further resources. For example, they have recently raised money for new laptops for individual pupils to use for assistive technology as well as groups to use for programmes such as NESSY.

2.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:



- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions termly
- Using pupil questionnaires and 'pupil voice' discussions
- Monitoring of IEPs and 'My Support Plans' by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

2.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips to Braeside and PGL.

All pupils are encouraged to take part in sports day, sports events, school plays, special workshops etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

As we are a small school, we are able to put in place personalised plans for the admission of any pupils with specific disabilities and the support that will be provided.

The school's accessibility plan can be found on our website. This is reviewed annually by the SENDCo and SEND link governor.

2.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- A variety of programmes are utilised (for example Zones of Regulation, A 5 can make me lose control, Social Stories as well as more person-centred holistic support for emotional and social needs).
- We have a zero-tolerance approach to bullying and run an annual 'anti-bullying week'
- Neurodiversity is celebrated

2.14 Working with other agencies

We work closely with external agencies to support children with SEND. We have 'Solution Surgeries' with the SSENs team, in which teachers have the opportunity to discuss individual children, and receive guidance, support and practical strategies on how best to support them. These conversations may then lead to referrals to other agencies and services e.g Ed Psychologist if that is deemed appropriate. The SSENs team also provide training for staff which we utilise to support staff CPD. We believe in making strong links with the local community and we have community volunteers who work with individual readers or small groups. We have been working closely with a local reading therapist, developing the use of her successful intervention programme within school.

2.15 Contact details for raising concerns

If parents have any concern about their child's learning or progress, we encourage you to first speak to the class teacher concerned. If concerns persist, parents can speak with the SENDCo (Flora Kay), Head of School (Lucy Crump) or Executive Principal (Gudrun Osbourn).



2.16 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. If the issue is still not resolved following this conversation, parents can raise their complaint with the SENDCo/ Head of School or Executive Principal who will aim to reach a resolution. Following this, they will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

2.17 Contact details of support services for parents of pupils with SEND

When required, we will always try to signpost parents to appropriate available support services in the local area. Below is a list of some of the support services available to parents and carers of pupils with SEND.

Wiltshire SENDiass (SEND Information, Advice and Support Service) <https://www.kids.org.uk/wisa>

Wiltshire Parent carer Council http://www.wiltshireparentcarercouncil.co.uk/en/Home_Page

Wiltshire Parenting Training Programmes (e.g. SWAPP Course – Support in Wiltshire Autism Parent Programme) <https://www.wiltshire.gov.uk/local-offer-training-parent-carers>

Carer support (Wiltshire) <https://www.wiltshire.gov.uk/local-offer-carer-support>

Wiltshire Young Carers (for siblings of children with SEND)
<https://carersupportwiltshire.co.uk/young-carers/>

2.18 The local authority local offer

Our local authority's local offer is published here: <https://www.wiltshire.gov.uk/local-offer>

2.18 Our school local offer

Our approach to provision with SEND is outlined throughout this report. Please find our whole school provision map on the website, detailing more of our inclusive strategies, as well as interventions.

3. Monitoring arrangements

This information report will be reviewed by the SENDCo (Lucy Crump) every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

4. Links with other policies and documents

This policy links to other policies:



- Excalibur SEND policy
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions