



SEND Report to Governors for 2022-23 (reported June 2024)

At Carterton Primary School, we recognise that every child is individual but equally precious, unique and of infinite value. We understand that all children come to school with a variety of strengths, experiences and needs. Our motto is 'Together we will Soar, living life to the fullest through learning together' and these are the six values which underpin the learning behaviours of all our children; Determination, Confidence, Respect, Kindness, Aspiration and Enthusiasm.

This report outlines our provision for children and young people with Special Educational Needs and Disabilities (SEND). It is updated annually.

Key contacts:	Name	Contact details
SENDCo	Ellie Green/Becky Costello	01993 842502
Headteacher	Ellie Green	01993 842502
SEND Link Governor	Libby Sutton	01993 842502
Link to SEND Policy and other information	cps-send-policy-november-2022.pdf (primarysite-prod-sorted.s3.amazonaws.com) cps-send-policy-november-2022.pdf (primarysite-prod-sorted.s3.amazonaws.com) CPS SEN policy 2022 cps-send-policy-november-2022.pdf (primarysite-prod-sorted.s3.amazonaws.com)	

1. Our school context:	Number of pupils	Percentage of school roll	National percentage June 2023
School Support	42	20%	13.0%
Education, Health and Care Plan (EHCP)	8	3.1%	4.3%
Total SEND	50	23.1%	17.3%

Primary need:	No Pupils
Cognition and learning	15
Communication and interaction	18
Social, emotional, mental health	19
Sensory and / or physical needs	0
Other	

% of SEND pupils who are boys	68%
% of SEND pupils who are girls	32%
% of SEND pupils who are also entitled to Pupil Premium	26%
% of SEND pupils who speak English as an additional language (EAL)	12%

2. Identification of pupils with SEND

We strive to identify a child's needs by first getting to know them as an individual. Staff work hard to find out about a child's strengths, interests and get to know how they learn best, as this allows us to support them to achieve.

The school uses the *Oxfordshire Guidance for Special Educational Needs (SEN) Support (September 2020)* which 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.

This guidance is available at the following link: https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/Schools_SEN_guidance.pdf

3. Working with parents and carers

We will always contact parents if we have a concern that a pupil may have a special educational need. We will initially have informal discussions to share our concerns and, if a child continues to struggle to make progress after being provided with additional support, will hold further meetings to discuss next steps.

We work closely with children and young people with SEND and their parents to agree outcomes and how we will all work towards these, and then to review progress. We do this by holding meetings 3 times a year, at the start of the year, and then typically in December and June, use of a home/school diary; scheduled phone calls, letters and notes home; drop-in sessions for parents, Inclusion support meetings, Strengths and Needs Assessments and Team Around the Family meetings. These meetings are held at times which best suit parents, to make them as convenient as possible.

There are also opportunities for parents and children to contribute to our policies on SEND and Equality through various parent surveys and pupil voice groups throughout the year.

4. Curriculum adaptations

We offer a broad and balanced curriculum for all children and young people including those with SEND. Details are published on the school website. Some of the ways in which we adapt this for children with SEND is set out in the School Accessibility Plan: [CPS Accessibility Plan December 2023.docx \(primarysite-prod-sorted.s3.amazonaws.com\)](#) This particularly covers information about how we might adapt our provision or curriculum for children with physical disabilities.

The learning opportunities all children experience at Carterton Primary are differentiated and tailored to suit their needs. The learning could be differentiated by task (by being given a different activity to complete), the level of support a child receives during the lesson (from an adult or his/her peers), or by outcome (the amount or nature of work expected to be completed by the end of the lesson). Using a variety of types of differentiation enables all children to learn and achieve in a way that best suits their learning style.

At Carterton Primary School we believe that Quality First Teaching ensures the best possible provision for learners. We work hard to ensure the best quality teaching and learning allows all children to achieve their full potential. Adult support is targeted in each lesson to meet the needs of all learners. Intervention and targeted group work takes place each day to ensure children are successful and fully supported to access future learning.

Specific support for pupils with SEND varies depending on areas of individual needs, but might include **:

- Use of individual, pair and small group activities to teach specific skills;
- Access to suitable individual or small group intervention programs such as Precision Teaching, Play Therapy and Lego Therapy.
- More bespoke intervention and support based around the principles of ‘keep up, not catch up’ where a need might be less significant;
- Models, images and multisensory resources to promote understanding;
- Adaptions needed to the physical environment – including through the provision of different types of equipment - to help a child access their learning as fully as possible;
- Visual timetables and Now/Next Boards

5. SEND Expertise

We have a Special Educational Needs Co-ordinator (SENCo) who is very experienced. She works with teachers, teaching assistants and outside agencies to organise and oversee provision for children with special educational needs (SEND). We aim to ensure that all of our teachers are experienced in making adjustments to meet the needs of individual children. Our teaching assistants (TAs) have a wide range of experience and expertise in the different areas of SEND and the type of assessment and interventions we use. In house training was offered to TAs to upskill them and they had access to National College for CPD.

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

- An Educational Psychologist;
- Child and Adolescent Mental Health Services (CAMHS);
- Communication and interaction advisory team;
- Therapy services (Speech Therapy, Occupational Therapy and Physiotherapy);
- SEN/ICT (Assistive Technology) for children who require alternative methods of recording;
- Children’s Social Care;

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages: https://www.oxfordshire.gov.uk/search?search_api_fulltext=send

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

6. Outcomes for pupils with SEND

We measure children’s progress in learning against expectations for the end of each year group, as set out in the National Curriculum. Class teachers continually assess all children, identifying areas where they are improving and where further support is needed. Areas of specific concern are noted and followed up in discussion with the SENCo, phase leader or headteacher.

We track progress through assessments a number of times a year using a variety of methods including against the Early Years Foundation Stage Profile and other end of Key Stage statements; through standardised tests; using other published materials and through discussion and observation of pupils and their work. All pupils, including those who are not making expected progress, are then discussed during pupil progress meetings, in which the headteacher and/or SENCo will discuss with class teachers the reasons why any individual might be experiencing difficulty and what further support can be given to aid their progress.

Interventions and support are co-ordinated by the SENCo on a whole-school provision map to ensure effective use of time, resources and expertise. This is revisited and updated each term (three times a year), with interventions ceasing where children have met targets, or being replanned where these have not been met. Our SENCo works

strategically to evaluate the effectiveness of any intervention programmes used in school, assessing how successful they have been and using that information to decide on how best to run them in the future.

6a. Attainment of pupils with SEND (2022-23)

	Key Stage One <i>Percentage at least Expected standard</i>			Key Stage Two <i>Percentage at least Expected standard</i>		
	Reading	Writing	Maths	Reading	Writing	Maths
Pupils with SEND	17%	17%	0%	0%	0%	0%
Pupils without SEND	44%	38%	38%	55%	58%	52%

In the absence of national benchmarks for the attainment of pupils with SEND and acknowledging the wide variety of needs of pupils in this group, meaningful analysis is difficult. However, the number of SEND pupils who met the expected standard in Maths at the end of both Key Stages is an area for development. Given the specifically hierarchical nature of learning in Maths, and the impact that any gaps can have on later learning, the lower than usual proportion of pupils on the SEND register reaching ARE again emphasises the variable impact learning during lockdown continues to have on different pupil groups.

6b. Attendance and exclusions (2022-23)

	All Pupils	No SEND	SEND Support	EHCP	Total SEND
%age attendance	93.1%	92.1%	91.7%	81.1%	92.1
%age Persistent Absence	22.1%	22.1%	21.1%	0	21.1%
Suspensions / exclusions (number incidents)	8	0	6	2	8

6c. Wider outcomes for pupils with SEND

Activities outside the classroom

All children and young people are included in activities and trips, following risk assessments where needed, in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what will happen.

There is information about activities and events for disabled children and those with SEN in Oxfordshire 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>

Mental Health and wellbeing

We pay careful attention to the wellbeing of all our pupils, including those with SEND.

All children, including those with SEND, have the opportunity to share their views through their school ambassadors, informal and more structured discussions with the headteacher and review meetings.

We take bullying very seriously. We help to prevent bullying of children/young people with SEND through:

- Curriculum activities, including an annual anti-bullying week;
- Ongoing assemblies, based on our school values;
- A clear and well implemented whole school behaviour policy;
- Our PSHE curriculum
- Careful monitoring and review of any patterns of incidents of bullying by the headteacher and governors, including against our stated equality objectives;
- Commitment of all staff to inclusion and nurturing all of our pupils.
- School ambassadors

Please see our anti-bullying policy, available in the SEN section of our website, for more information about our approach to bullying.

Evaluation of our SEND provision

Ofsted Report October 18th 19th 2022

‘Support for pupils with SEND is starting to improve under the guidance of the interim headteacher. She has begun to work alongside teachers to ensure pupils’ specific needs are identified securely, so that all pupils can be supported effectively to access the full curriculum.

- In many subjects, the curriculum is not yet effectively sequenced and lacks precision about what should be taught and when. This means that pupils do not learn enough knowledge across the whole curriculum. Leaders need to complete and embed a coherently sequenced curriculum from Nursery to Year 6 in all subjects.
- There are inconsistencies in how well some pupils are supported to learn to read. This means that some pupils do not learn to read quickly enough. Leaders should provide training and support to ensure all staff help all pupils learn to read consistently well.
- Teachers’ pedagogical knowledge is not strong. Pupils do not always learn as well as they should because teachers do not use the most effective strategies to ensure that pupils transfer knowledge into their long-term memory. Leaders need to strengthen teachers’ pedagogical knowledge to ensure that pupils learn and remember the curriculum well.
- Some subject leaders do not have detailed subject knowledge and expertise. They are, therefore, unable to support staff to implement the curriculum effectively. Leaders should ensure that subject leaders get the training and support they need to implement the curriculum successfully.
- Some pupils do not get the right help and support to behave well. This means that learning can be disrupted. Leaders need to develop a consistent approach to behaviour management, which is implemented effectively by all staff to ensure behaviour continues to improve. ‘

OXSIT advisor Dec 2022 recommended improvements needed on

- inclusive classroom environments
- use of scaffolding
- embedding routines
- creating an accurate SEN register
- creating behavior support plans
- ensuring pupil profiles are created and maintained

As part of the review by OXSIT in July 2023 each SEN child had a pupil profile, class SEN profiles were being created, liason with outside agencies was in place and Annual Review dates were organized for following academic year.

7. Transition

We encourage all new children to visit the school before starting. For children with SEND we offer extra transition meetings and plan the transition process very carefully in discussion with the child, family and professionals. Children new to Nursery or Reception are visited at home by their class teacher and invited into school several times for induction days before starting.

At the end of the primary phase, we liaise frequently with secondary schools and offer extra transition visits for children who may require more support. We also run nurture groups to support children who may be worried about the transition to secondary school. Detailed reports are given to feeder schools and conversations are planned for with staff from the secondary schools to ensure they know the needs of the children moving to their school. Children get a chance to meet the key staff from their secondary schools before their transition visits.

Where an Education Health and Care Plan is in place, the Annual Review process ensures that all parties involved have an input and agree any necessary action, which is then put into being to facilitate a smooth transition.

As children transition through the school, meetings with current and subsequent teachers are planned to ensure continuity and awareness of needs.

8. More information

Any concerns should be addressed with your child's class teacher in the first instance. If it is decided further action is required, the class teacher will have a discussion with the SENCo, and there will then be a further conversation with parents to discuss the next steps. An appointment can be made with the SENCo by calling the office who will take a message for you to be called back or emailed if this is easier.

SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) offers impartial information, advice and support to parents of children and young people with SEND. Find out more by visiting: <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/sendiaass-oxfordshire>

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.page>

Oxfordshire's Local Offer contains lots of information for parents. It is available at the following link:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>