Special Educational Needs and Disabilities (SEND) Information Report

WILLIAM FLETCHER PRIMARY SCHOOL

Where Everyone Counts

William Fletcher School is a Rights Respecting School, this policy reflects Articles 23 (special education and care) and 28 (good quality education) of the UN convention on the rights of the child.

Responsible for Policy- (SENCO) Karen Chambers September 2025

Review: September 2026

These pages set out information about our provision for children and young people with SEND.

About our school.

At William Fletcher School we recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, exciting and positive environment in which all children can develop to their full potential. We recognise that children are individuals, that each one has needs special to him or her.

Children with SEND all have learning difficulties or a disability that make it harder for them to learn than most children of a similar age; these children may need extra or different help from that given to other children. At William Fletcher School we have high aspirations for all our children, and check progress regularly to ensure that all children meet their potential.

About our SENCo.

Our Special Educational Needs Co-ordinator (SENCo) is Mrs Karen Chambers. She is a qualified teacher and SENCo with a Post Graduate Certificate in Advanced Educational Practice (Special Educational Needs) and holds the National SENCo Award. She works closely with the Head teacher to oversee the provision and monitoring of children's learning and progress throughout the school and to support the families of those children with special educational needs.
The SENCo can be contacted by calling the school office: Tel: 01865 372301
E mail: office.2354@william-fletcher.oxon.sch.uk
Our **SEND policy**, **Equality Scheme** and **Accessibility Plan** can be found on the School Website.

Our aims:

- To enable every child to experience success.
- To promote individual confidence and a positive attitude to learning.
- To ensure that all children with SEND receive appropriate educational provision and a broad and balanced curriculum that is relevant and differentiated, and which demonstrates coherence and progression in learning.
- To remove barriers to achievement.
- To give children with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate.
- To identify, assess, record, and regularly review children's special educational needs.
- To involve parents/carers in planning and supporting at all stages of their child's development.
- To work collaboratively with parents, other professionals and support services.
- To ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

How do we identify children with SEND?

William Fletcher School believes that high quality teaching that is appropriately differentiated for individual children is the first step in responding to possible special educational needs. Progress is reviewed every term and this data is analysed by the Headteacher and Senior Leadership Team (SLT) to review individual pupil progress and shape teaching that plans for their next steps. Identifying needs early is key. The insight of parents and the children themselves is also a necessary and important part of the assessment and planning progress. For more detailed information on the process for establishing need, please see the school's **SEND Policy**.

The school uses Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs'.
The guidance sets out:

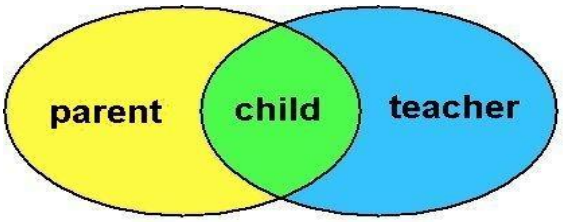
- How we identify if a child or young person has a special educational need.
- How we assess children and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs
- How we review progress and agree outcomes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

The guidance covers 4 broad areas of SEND:

- **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 learning difficulties and specific learning difficulties like 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

<u>How do we work with parents and children/young people?</u>
The partnership between school and home is important to us at William Fletcher School. We will always contact parents if we have a concern that a child or young person may have a special educational need and the child only goes onto the school's Special Needs register with the full consent of the child's parents or carers. We work closely with children with SEND and their families to agree outcomes and to plan how we will all work together towards these, and then to review progress. This communication happens in a variety of ways:

Each child has a Pupil Profile which outlines the interventions and/or strategies used to support the child. This document is reviewed at the beginning of term 1, 3 and 5.



Review meetings are held between the parents and class teacher 3 times a year to review the Pupil Profile and discuss the child's progress and any other issues.

Parents are always able to make an appointment to speak to class teachers regarding any concerns.

Appointments can be made to see the SENCo by phoning the school office.

Adapting the curriculum

We offer a broad and balanced curriculum for all children including those with SEND; details are published on the school website. The way we adapt this for children with SEN and disabled children is set out in the School **Accessibility Plan**.

Teachers are responsible for the progress of all children and lessons are well differentiated to ensure success and progress for everyone. Reasonable adjustments are made to help pupils to learn. For example, some pupils may use special equipment such as pencils grips and sloped writing desks.

The school offers many intervention programmes which offer support in addition to the core curriculum to boost and support children's learning. These are usually delivered by a trained Teaching Assistant and are monitored by the SENCo. These interventions may support a particular aspect of learning such as reading and comprehension or numeracy but we also offer social/nurture groups to enable children to develop communication and social skills and increase their self-esteem.

Here are some of the interventions we currently offer:

Nurture- group support for social and emotional learning.

Emotional Literacy Support (ELSA)- supports social and emotional learning.

Talk Boost- supporting early language development.

What expertise can we offer?

Staff training is undertaken in various aspects of SEND according to the needs of the children, to ensure that the provision made and support given to pupils is appropriate and effective. Training may take the form of attendance at external courses or is offered through in-house training run by the SENCO or other specialists such as our Educational Psychologist or a Communication and Interaction Advisory Teacher.

Additionally the school is able to draw on the services of a range of external professionals including:

Educational Psychology Service

Special Educational Needs Support Services (SENSS), who support children with communication and language, sensory needs and physical needs; including the Hearing Impairment Team and Communication and Interaction Team

The Integrated Therapies Team, this includes Physiotherapy, Occupational Therapy and Speech and Language Therapy.

School Health Nurse and Health Visitor

Child and Adolescent Mental Health Services (CAMHS)
OXSIT (Oxfordshire School Inclusion Team)

Information about these services and what they offer can be found on the Oxfordshire County Council SEND web pages.
If you would like to know more about opportunities for children and young people with SEND and their families, support groups or information about SEND these are listed in the Family Information Directory:
http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page

How do we know if SEND provision is effective?

The progress of all children/young people is tracked throughout the school using the Integris data system; this data is analyses regularly during termly Pupil Progress meetings with class teachers, the Head teacher and the SENCo.
All pupils on the SEND register will have an individual Pupil Profile that clearly states strengths and weaknesses, and the relevant strategies and interventions needed to work towards achieving personal outcomes. These pupil profiles are reviewed and updated with parents and pupils three times a year and the rates of progress made will inform what the next steps will be in their learning.
Information about how the governing body evaluate the success of the education that is provided for pupils with SEND is contained in the **Annual SEND report to Governors** which can be found on the school website.

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

All children have the opportunity to share their views through their Pupil Voice representatives and we encourage all children to talk to their class teacher, teaching assistant or playtime supervisors if they have a problem.
Children with a Pupil Profile have the opportunity, when it is reviewed, to express their views. The SENCo works closely with children with social, emotional or mental health difficulties to enable them to feel safe and supported in the school environment; pupils views are also explored through PSHE (Personal, Social and Health Education) and Circle Time.
Bullying is not tolerated and procedures followed can be found in our **Behaviour Policy** which can be found on the School website. 1:1 Mentoring and nurture groups offer valuable times to build children's self-esteem and confidence outside of the academic curriculum.

Moving on

We encourage all new children to visit the school before starting. For children with SEND a meeting with the SENCo is recommended.
For transition in Early Years the SENCO and class teacher attend meetings for pupils with SEND making the transition from Pre-School to Foundation Stage.

Parents are invited to a pre-admission meeting.
Year 6 children transferring to local Secondary Schools have the chance to visit the new school as part of a structured programme of transition. Representatives from the Secondary Schools visit to talk with the children. The SENCo and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEND information is gathered together and records transferred to the new teacher or school. Additional meetings are arranged for those children who may require more than one visit prior to transfer.

Moving Schools

If your child is moving to another school we will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. We will also make sure that all records about your child are passed on as soon as possible.

If your child joins us from another school we will contact the school SENCo to find out any special arrangements or support that needs to be made for your child. We will also meet with parents to discuss any concerns and plan any support.

Moving Classes

A hand over meeting will take place between the present and the new teacher. Transition visits to new classes are planned in the second half of the summer term. Identified pupils have a number of additional visits to the new class. Meet the teacher meetings take place early in the autumn term which give a chance for parents to find out about arrangements for such things as homework, the curriculum topics and reading expectations.

Who to contact.

At William Fletcher we welcome feedback from parents. If a parent or guardian is concerned about SEND provision for their child, initial contact should be made with the class teacher. A meeting will then be arranged, which may include the Head teacher and/or SENCo, to discuss the concern.

In the event of a formal complaint concerning SEND provision, parents/guardians are advised to contact the Head teacher and follow the Oxfordshire LA procedure in the first instance. Parents may also contact the Governing Body.

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

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