

## SEN Information Report 2024 – 2025

Shellingford CE (A) Primary School is an inclusive school; we ensure that all pupils have equal opportunities to access the curriculum and to participate in visits and trips, clubs and other school activities. This report sets out information about the ways in which our school meets the varying educational needs of all of our pupils.

### Key Staff

Headteacher: Miss J Terrell

SENCo: Miss K Long

Assistant SENCo: Miss J Harris

Our Special Educational Needs Co-ordinator (SENCo), Miss K Long, is a qualified teacher and SENCo. She holds the National Programme for Specialist Leaders in Behaviour and Attendance award in addition to the National SENCo award. Our Assistant SENCO, Miss J Harris, works alongside Miss Long and is just completing her training to become an accredited Emotional Literacy Support Assistant. Miss Long and Miss Harris work together as our school's SEN Team.

The SENCo/Assistant SENCo can be contacted via the school office.

One of our school governors has responsibility for SEN. The SENCo Team provides termly updates to the board of Governors.

Our SEN Policy is accessible on our school website ([link to SEN Policy](#)) or is available from the school office on request.

Our Admissions Policy ([link to Admissions Policies](#)) is also available on our website.

### Our School

Shellingford CE (A) Primary School provides for children with a wide range of special educational needs including those with;

- Communication and Interaction needs
- Cognition and Learning needs
- Social, Emotional and Mental Health needs
- Sensory and/or Physical needs

We use Oxfordshire County Council's guidance 'Identifying and Supporting Special Educational Needs in Oxfordshire Schools and Settings' to enable us to identify those pupils who may have SEN. This document is available to read online, and can be found through the following link:

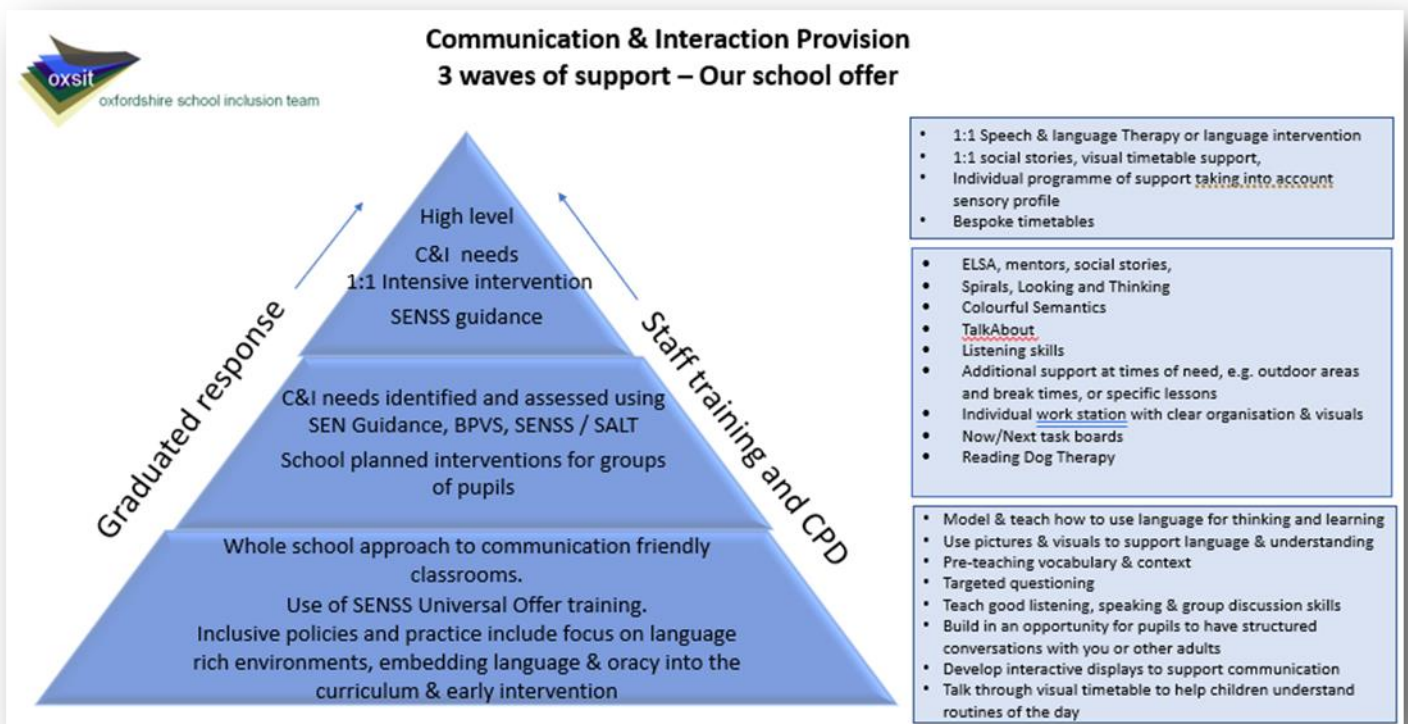
<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>

We offer a broad and balanced curriculum for all of our pupils. Our curriculum is creative and exciting, and our Christian ethos has a strong presence throughout. Where pupils need educational experiences that are additional to, or different from, the core curriculum, we ensure that these are delivered sensitively. Our teachers are skilled in making adaptations to the learning environment within their classrooms and tailoring their teaching in order to meet the needs of all of their learners. Rigorous monitoring ensures the quality of teaching and learning for our pupils with Special Educational Needs.

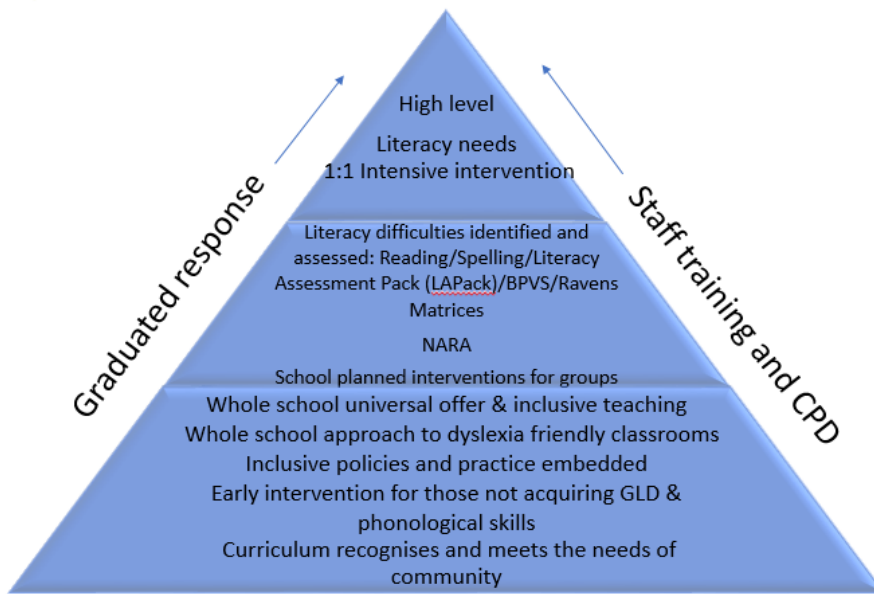
### Provision

- Additional support is planned by the pupil’s class teacher alongside the SEN Team. Pupils who have SEN receive individualised programmes of support which is delivered discreetly as part of everyday teaching and learning. This is recorded in a Pupil Profile; a document which explains how we intend to adapt the teaching strategies and resources used within lessons to ensure that pupils’ individual needs are met.
- The models below set out the assessments, provision and interventions that are currently available to us. They are organised according to category of need i.e.
  - Communication and Interaction
  - Literacy
  - Maths
  - Social Emotional and Mental Health (SEMH)
  - Physical and Sensory

### *The Graduated Approach: Provision Planning for SEND: Shellingford CE (A) Primary School*



## Cognition & Learning Literacy Provision 3 waves of support – Our school offer



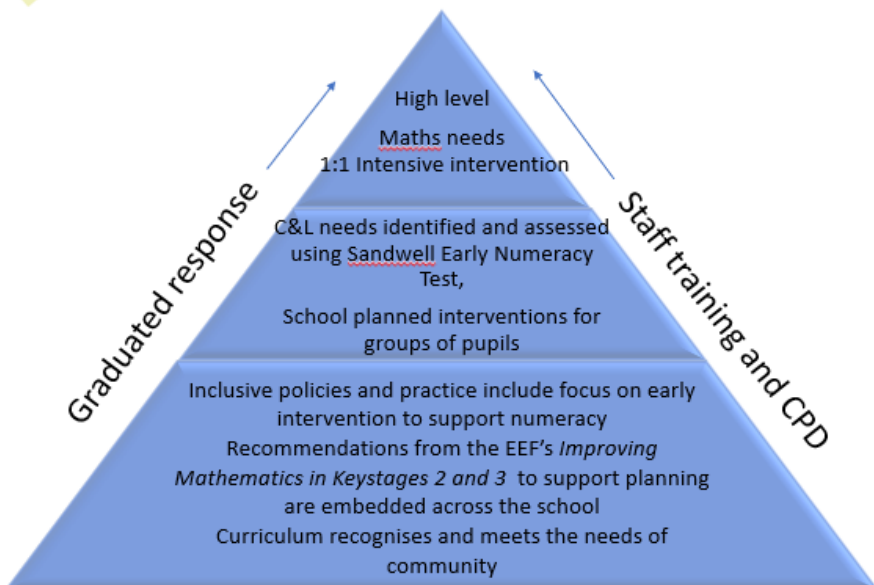
- FFT Write Away Together
- (BRSP)

- New Reading and Thinking
- Looking and Thinking
- Precision Teaching (reading / spelling)
- Sound Linkage
- Launch into Reading Success
- Accelerate Accelerate
- Rapid Read/Jelly and Bean
- High interest [decodeable books inc.](#)
- Barrington Stoke
- Direct Phonics
- Multisensory spelling
- Write From The Start
- Toe By Toe
- Clicker 8
- Reading Dog Therapy
- Coloured overlays
- [CodeBreakers](#) (Reading, Writing, Spelling)

Ensure classroom practice is inclusive and provides scaffolding for children with literacy difficulties, e.g.:

- Break down tasks into manageable chunks
- Provide and model the use of resources for supporting phonics and spelling
- Support vocabulary development
- Provide multi-sensory activities to support children's learning

## Cognition & Learning –Maths Provision 3 waves of support – Our school offer



- 1:1 maths teaching tailored to child's needs.

- Group maths interventions e.g.:
- Pre-teaching
  - Post-teaching
  - 1:1 targeted teaching drawing from White Rose materials, Max's Marvellous Maths (KS1), Wave 3 materials
  - Power of 2+1
  - Power of 2+2
  - Power of Time
  - Times Tables Rocks Stars

Support pupils to understand how interventions are connected to whole class instruction

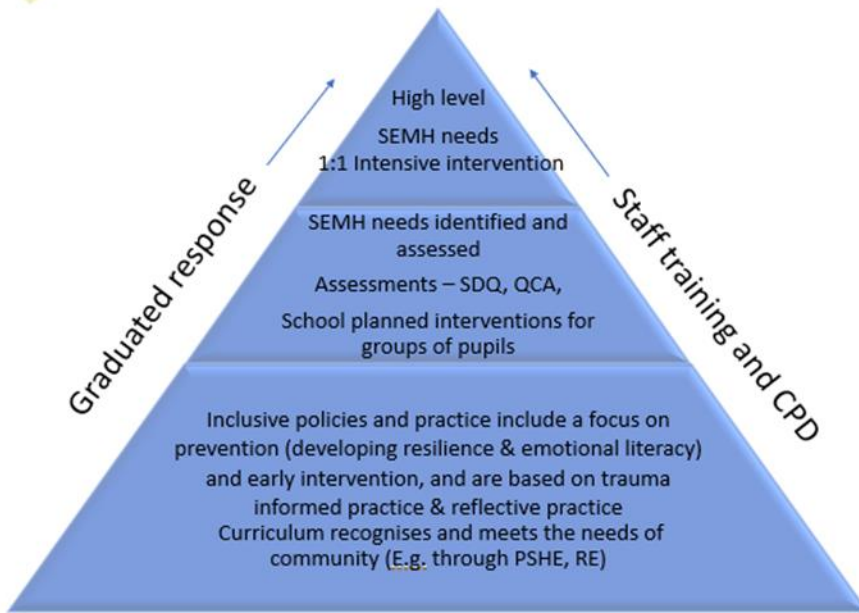
Ensure classroom practice is inclusive and provides scaffolding for children with maths difficulties, e.g.:

- Ensure easy access to maths equipment
- Emphasise the many connections between mathematical facts, procedures, and concepts,
- Model use of resources & concrete reference materials [e.g.](#) a number square or calculator
- Use counting activities to develop the understanding of the patterns in number
- Provide multi-sensory activities to support children's learning
- Teach pupils to follow a given method with steps for problem solving
- Use arrows to explain direction of computation
- [https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2\\_KS3\\_Maths\\_Guidance\\_2017.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf)



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### SEMH Provision 3 waves of support – Our school offer



- Individual therapies
- Individual programme of support
- Bespoke timetables
- Inclusion Support Plan (ISP), behaviour support plan(BSP), Risk Assessment, Pastoral Support Plan (PSP)

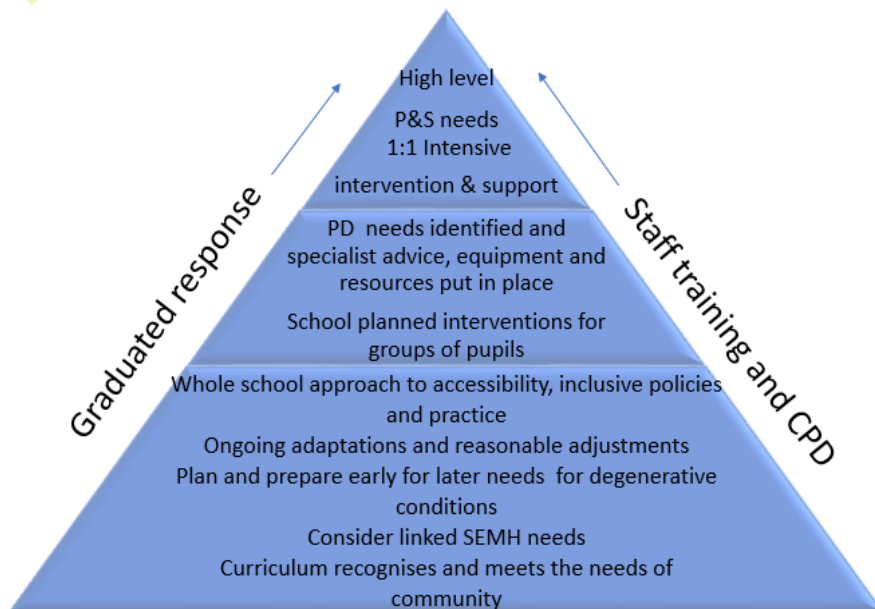
- ELSA, mentors,
- Nurture group, SEAL groups, Emotional literacy groups.
- Inclusion Support Plan (ISP)
- Talkabout
- The Freindship Formula
- Listening Skills
- Circle of Friends
- Mighty Ducks (KS1 Anger management)
- Now/Next
- Social stories

- Attachment aware/trauma informed school
- Nurturing school
- Collaborative reflective practice
- CAMHs PEP training
- Restorative Justice approach
- Calm boxes, worry monsters, Zones of Regulation
- Forest Schools



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### Physical and Sensory Provision 3 waves of support – Your school offer



- Advice from Occupational Therapy
- Specialist equipment: move'n'sit cushions, writing slopes, footrests, adjustable desks, specialist stationary, weighted blanket/cushion, large keyboards, ergonomic mouse
- Individual classroom provision
- Learning breaks
- Heavy work breaks
- Speed Up
- Sensory lighting, mirrors, beanbags
- Gymballs
- Movement / Heavy work breaks
- Ear defenders

Occupational Website Activities  
<https://www.oxfordhealth.nhs.uk/childrens-occupational-therapy/resources/>

- Ensure classrooms and school areas are calm and organised.
- Ensure equipment is easily accessible
- Ensure furniture is arranged to accommodate free movement
- Provide support for organisation and executive functions.
- <https://pdnet.org.uk/resources/standards/>

Where interventions are considered appropriate, they usually run over a period of approximately 10 weeks (there is some variation due to term dates), and pupil progress is closely monitored through pre/post assessments, observations, learning walks and feedback throughout this period. Our SEN Team monitors the delivery of these interventions, and our SENCo monitors their impact on the pupils' learning at the end of each period.

More information on how we identify pupils with SEN is given in our SEN Policy. The SEN Policy also details the cyclical process of Assess, Plan, Do, Review that we use in order to plan and evaluate our provision for children with SEN. The policy explains in greater detail how our SEN provision is rigorously monitored by the SENCo and headteacher in order to ensure its effectiveness, and how we involve the pupils and their families. Our SEN policy can be accessed through this link; [\(link to SEN Policy\)](#).

### Our expertise

- The school works in liaison with external agencies and support services. We utilise the expertise of these professionals in assessing and advising us on how best to support our pupils with additional needs. Pupils have benefitted from input from the following services this year:
- Educational Psychologist
- Speech, Language and Communication Therapist
- Autism Advisory Teacher
- Oxfordshire Inclusion Team (OXSiT)

The majority of our staff have received awareness training in Team Teach Safe Handling, and some in Attachment and Trauma. Many staff have also received training in Autistic Spectrum Condition, Dyslexia and Attention Deficit Hyperactivity Disorder. The SEN Team and the majority of teachers have completed an OXSiT training course on Inclusive Teaching.

We have an accredited Emotional Literacy Support Assistant (ELSA).

We also have two qualified Higher Level Teaching Assistants (HLTAs).

### Emotional Health and Well Being

We place great emphasis on promoting emotional health and well-being in our school.

We are proud of the strong Growth Mindset philosophy that is tangible throughout our school. Some of our teaching staff have received training on the Growth Mindset philosophy, which has been cascaded down to all existing staff. All of our interactions with each other and our pupils reflect this.

We invested heavily in Forest Schools provision over the last year; two members of our staff are fully qualified Forest Schools Leaders and we have access to the wooded areas directly surrounding our school where this provision takes place. We ensure that all of our pupils have regular access to this holistic experience all year round.

Our teachers use the SCARF programme to deliver PSHE. At times, teachers may deviate from these schemes in order to address issues arising either in school, or in the wider world, that are relevant to our pupils. Throughout the year, we celebrate national inclusive initiatives, for example Mental Health Awareness Week, Neurodiversity Week and Children In Need. All of these are seen as opportunities to educate our pupils and emphasise the importance of fostering an inclusive attitude. We also work hard together to support our affiliated charity 'Stand By Me' in order to help our pupils to develop a sense of wider social responsibility, an understanding of diversity, and appreciation for helping people who are less fortunate than ourselves.

We also have a number of intervention programmes and resources that are designed to build on social skills, promote self-esteem and support emotional well-being for those pupils whose needs require an individualised approach - as detailed in the models above.

The SDQ behaviour criteria and scale supports us in assessing the Emotional, Conduct and Learning Behaviours of pupils with and without SEN as required, and is monitored by the SENCo. In addition, pupils with SEN and their families are invited to respond to a questionnaire each year, with results analysed and fed back to class teachers. Any concerns are followed up with the pupils and provision put in place as necessary.

### Accessibility

Our school's Accessibility plan, written in accordance with the Equalities Act 2010, is accessible on our website; ([link to Accessibility Plan](#)). Information regarding the Oxfordshire Accessibility Strategy can be found here;

[http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools\\_Accessibility\\_Strategy.pdf](http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools_Accessibility_Strategy.pdf)

We ensure that all pupils can access the learning opportunities presented both in and outside of the classroom. This includes Forest School activities, school trips, swimming lessons, sports events and our residential trips in Years 3/4 and 5/6. We may deploy additional TAs to support pupils during these times and always make sure that we make adaptations to enable their learning experiences to equal those of their peers. We prepare all of our pupils, but particularly those with SEN, for such events, often through the use of social narratives.

We are fortunate enough to have a dedicated learning room called Anne's Room, where pupils may come to receive individual or group interventions. Anne's Room also offers a specially designed sensory area, to which pupils may retreat if they need some time out from their learning, to calm down, or to re-focus, and sometimes as a reward.

Anne's Room provides a respite for any pupil who needs some time out of the classroom to re-focus or regulate.



We have another space in which pupils can work in small groups or individually away from the classroom, called Tom's Room.

### Liaison with Secondary School Partners

We have strong links with Secondary Schools, including Faringdon Community College, Burford School and King Alfred's Academy. Close liaison takes place to ensure accurate and efficient transfer of records and information to minimise the disruption of change for pupils transferring to the secondary sector. Separate transition arrangements and induction visits are arranged for pupils with SEN where required. For pupils moving into our school that have an identified Special Educational Need, similar liaison meetings take place prior to entry, to ensure appropriate levels of support are in place.

### Next steps

Next year we intend to focus on:

- Supporting teachers in ensuring that their teaching and learning environments are inclusive and accessible to all learners. A focus on celebrating and sharing best practise in every day provision to meet individual needs in the classroom.
- Ensuring that all pupils develop a good level of emotional literacy, and promoting the use of our sensory room as a strategy for supporting all pupils in this when appropriate.
- Ensuring that comprehensive support is offered to vulnerable pupils and their families.
- Increasing our knowledge and expertise in the use of technology to support pupils with SEN.
- Ensuring that all of our teaching and support staff remain abreast of current ideas and information affecting the teaching and learning of pupils with SEN.
- Implementing a new, year-round Forest Schools provision with our newly qualified Forest Schools leaders.

If you wish to find out more about Special Educational Needs at our school or have any questions about this report, please do contact us.

If a parent or guardian is concerned about SEN provision for their child, initial contact should be made via the Class Teacher. A meeting will then be arranged, which may involve the Headteacher or SENCo, to discuss the concern.

If you would like impartial advice on a matter regarding a child with SEN, you may wish to contact SENDIASS (formerly Parent Partnership). Their website can be accessed through this link:

<https://www.oxfordshire.gov.uk/cms/public-site/sendiaass-oxfordshire-formerly-parent-partnership>

Miss Katie Long  
SENCo