



**Peppard CE Primary School**  
**SEND Information Report: May 2024**

**'Encourage one another and build each other up.'**

**1 Thessalonians 5:11**

*Last reviewed and approved by the Full Governing Board:*

*Next review: September 2024*

*Headteacher: Mr Nick Steele*

The information below is to help parents and carers of children with identified Special Educational Needs and Disability (SEND) to understand how we support children and families at Peppard CE Primary School. Peppard is a small but inclusive mainstream village school. This report is updated annually.

We believe that:

- Each individual is entitled to receive a broad and balanced curriculum regardless of their Special Educational Needs
- All children should be valued regardless of their behaviours and abilities
- All teachers are teachers of special educational needs and disabilities
- All children can make progress and learn despite their individual needs.

Provision for Special Educational Needs is led by our SENDCo, Ella White. She can be contacted by emailing the school office [office@peppardprimary.co.uk](mailto:office@peppardprimary.co.uk) or on 01491 628354. Our governor with responsibility for SEND is: Hannah Rancombe.

**What type of school is Peppard CE Primary School?**

Peppard CE Primary School is a mainstream primary school catering for children from 4 years to 11 years old. Our children experience the beautiful locality of the school, set within the The Chilterns Area of Outstanding Natural Beauty. Our aim at Peppard is to ensure that all pupils can meet their full potential. We consult with pupils about their learning as we believe their views are essential. There are times when pupils need extra provision to ensure progress is made and we strive to ensure that this provision is timely, effective and inclusive.

Peppard CE 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 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

## **How does Peppard CE Primary School know if a child has special educational needs, and what do I do if I think my child has Special Educational Needs?**

At Peppard, children are identified as having SEND through a variety of ways including:

- Liaison between pre-school/previous school, including our Reception induction procedures
- Concerns raised by parents, carers or teachers, in any area of learning or personal development
- Children performing below age related expectations or making limited progress
- Liaison with external agencies for example diagnoses given by a paediatrician
- Use of assessment tools within our school
- Screening tools used by the class teachers in collaboration with the SENDCo if concerns are raised about an individual child.
- Use of the Graduated Approach and the assess, plan, do, review cycle targeted at the child's individual needs.

The school uses Oxfordshire County Council's '[Ordinarily Available Toolkit](#)', which provides guidance on the provision that mainstream schools need to make for children and young people with special educational needs and/or disabilities in Oxfordshire.

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.

Once a child is identified as having Special Educational Needs, they are included on our Special Educational Needs and Disability Register which is reviewed termly by teachers and the SENDCo. We also operate an Early identification system so that children who do not meet the national criteria for inclusion on the SEND register have their additional needs provided for and monitored through the Graduated Approach.

If you think your child has special educational needs, talk to us. We have an open door policy so please contact your child's class teacher in the first instance or the SENDCo. They will listen to your concerns and agree with you on the next steps towards identifying and making any necessary provision for your child. In some instances, this may involve working with support agencies external to school, for example:

- [Educational Psychology](#)
- [SENSS](#), who support children with communication and language, sensory needs and physical needs
- [Child and Adolescent Mental Health Services](#) (CAMHS)
- [Children's Integrated Therapies](#) for support with occupational therapy, speech and language therapy or physiotherapy
- Early Intervention
- Children's Social Care
- [Family Information Directory](#)

### **How will both you and I know how my child is doing and how will you help me support my child's learning?**

We will always contact parents if we have a concern that a child or young person may have a special educational need or disability. 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. There are also opportunities for parents and children to contribute to our policies on SEND and Equality. We do this by requesting feedback via emails to the office.

### **How does the school communicate information with me about my child's needs, support and progress?**

- The class teacher will meet with parents/carers at least on a termly basis usually as part of parents/carers evenings to discuss your child's needs, support and progress.
- Parents/carers can request an appointment with their child's class teacher or the SENDCo at any time to discuss the progress of their child and specific targets.
- Parents/carers can catch teachers from 8:30 in the morning and can be used if there is a need for quick and effective communication between home and school related to a child's needs.
- Parents/carers of children on the SEND register have a copy of their child's Support Plan which is reviewed four times a year (in September, December, April and July). These are then sent to parents with updates. Subsequent meetings can be arranged with the class teacher or SENDCo if they would like to discuss the review.
- Where an Education Health and Care Plan (EHCP) is in place, regular reviews are held including Annual Reviews.
- Informal conversations also take place as part of our open-door policy. We will contact parents/carers with any concerns and encourage them to do the same for us. We also celebrate success and progress in this way.

### **What are the school's arrangements for assessing and reviewing the progress of pupils with SEND?**

- The school measures children's progress in learning against age related expectations set nationally.
- The class teacher continually assesses each child on their development within all areas of the curriculum, recording their progress and areas where they require additional support.
- We use a range of tests and assessment systems to specifically assess pupils with SEND, for example reading and maths standardised tests.

- Children who are not making expected progress are identified through progress meetings with the class teacher. During this meeting a discussion takes place regarding specific pupils who are of concern and who may need further support, and actions are decided upon to impact and aid their progression.
- Each child who has been identified with SEND and is on the SEND register has a Support Plan, which is reviewed termly.
- Reports from agencies external to school inform the assessments.

#### **How does the school evaluate the effectiveness of provision for pupils with SEND?**

- Assessments both before and after interventions take place to accurately and effectively monitor the impact.
- The SEND Governor, Hannah Rancombe, meets with the SENDCo regularly to monitor the impact and effectiveness of interventions in place.
- Annual School performance information is used which compares our school's performance with schools locally and nationally.
- A Full SEN Report is written and sent to the SEND Governor and shared with the Full Governing Board annually.
- Interim SEN Reports are written and sent to the SEN Governor termly.

#### **How will you help me support my child's learning?**

We support parents/carers with their child's learning by:

- Individual meetings to explain any extra work that they are doing and how this can be supported at home.
- The use of Home School Agreements
- Sharing of Support Plans with clear smart targets.

#### **How will my child be supported at Peppard?**

- In the classroom, teachers provide carefully matched learning opportunities for children, including those with special educational needs.
- In the classroom, teachers may provide small group support for children with special educational needs or, in some cases, individual support.
- Individual support may be provided either by the class teacher or by a Learning Support Assistant both inside and outside of the classroom for children with a specific special educational need such as speech and language, motor skills or social and emotional development.

### **How will the curriculum at Peppard CE Primary be matched to my child's needs?**

At Peppard, first and foremost we provide quality first teaching and learning in all classrooms which includes learning opportunities matched to the needs of all children. We ensure that we offer a broad and balanced curriculum for all children and young people including those with SEND. Details of this are published on the class pages of the school website in the form of our curriculum maps. The way we adapt for children with SEND is set out in the School Accessibility Plan which is included in this report or is available on our school website. Other approaches include:

- Teacher observations and assessments are used to inform subsequent planning.
- Lessons are differentiated according to every individual's needs, particularly for pupils who are making slow progress.
- We make careful deployment of our teaching assessments to ensure the adults strengths match with that of the children's needs.
- The use of individualised resources are sought where necessary.
- The learning environment is adapted to suit the needs of SEND children, wherever possible.
- The school uses a range of strategies to ensure every SEND child feels included. Interventions are provided where possible.
- Provision of individual programmes as required to meet a child's specific need.

### **How is the decision made about what type of and how much support my child will receive?**

Schools are allocated a Special Educational Needs and Disability (SEND) budget by the local authority. We prioritise and allocate resources to individuals on the Special Educational Needs and Disability (SEND) register and to the training of teachers to meet the needs of every SEND child.

Your child is unique and therefore their needs will be different to any other SEND child. Consequently, individual decisions will be made about the support your child receives in consultation with you, and this will be reviewed regularly.

Different children require different levels of support in order to bridge the gap to achieve Age Related Expectations. We work closely with external agencies where necessary to meet individual needs. These agencies may include Health, (GPs, School Nurse), Clinical Psychologists, Educational Psychologists, paediatricians, speech and language therapists, occupational therapists or the Primary Behaviour Service.

Access arrangements are made for some pupils with SEND who meet national criteria for internal and external assessments.

## **What support will there be for my child's overall wellbeing?**

### **A. Pastoral, medical and social support:**

- We are an inclusive school and provide for the holistic development of all children.
- The class teachers have overall responsibility for the pastoral, medical and social care of every child in their class.
- If further support is required the class teacher liaises with the SENDCo, ELSA or Headteacher for further advice and guidance.
- The Headteacher, SENDCo or ELSA in liaison with the parent/carer decides about the level and nature of support required.
- All children have the opportunity to share their views through their school council representatives, regular class discussions and assemblies.
- We ensure that children with SEND have an equal opportunity to express their thoughts and opinions through 1:1 conversations.
- We take bullying very seriously. We help to prevent bullying of children with SEND by using class discussion time and collective worship to instil our core values.

This may take the form of:

- ELSA (Emotional Literacy Support Assistant) sessions.
- Lego Therapy
- Inclusion in a social skills group.
- Inclusion in programmes run by the ELSA to include keeping safe, personal care, emotional development.
- Liaison with support agencies external to school for example PBS (Primary Behaviour Service), CAMHS (Child and Adolescent Mental Health Services), Health
- Family support
- PSHE lessons
- Whole School Assemblies

### **B. The administration of medicines and personal care:**

The school has a policy regarding the administration and management of medicines – available on request.

- Parents/carers need to contact the office if medication is recommended by health professionals to be taken during the school day – the relevant paperwork will need to be completed before the school can undertake the administration of any medicines or like products.
- Staff have regular training and updates about conditions and medication affecting individual children.

- Where personal care is required for an individual, care plans are drawn up in liaison with health professionals and parents/carers.

### **C. Support for behaviour, avoiding exclusion and increasing attendance**

- As a school we have a positive approach to behaviour management through a system that is clear and consistent.
- If a child has challenging behaviours a Behaviour Support Plan will be drawn up by the SENDCo and Class teacher in liaison with the child and their parents/carers. This will be reviewed on a regular basis to ensure that support and provision meets the child's needs.
- Where a child's behaviour becomes a barrier to their learning and cannot be successfully managed within the mainstream classroom setting, referrals will be made to support agencies. We do everything possible to include all children and make use of internal exclusion measures to prevent fixed term suspensions from school whenever possible.
- We believe it is vital that children attend school regularly and on time to ensure they can make the most of all learning opportunities presented. Attendance of every child is monitored through the rigorous application of our attendance monitoring policy and procedures.
- Punctuality is also monitored very closely. All instances of poor attendance and/or punctuality are dealt with in a timely manner by the headteacher.

### **What training is provided for staff supporting children with SEND?**

- SENDCo holds the National Award for SEN Coordination.
- SENDCo attends term briefings for information and updates on support and provision.
- Trained Emotional Literacy Support Assistant (ELSA).
- Experienced Support Staff who, where appropriate will receive personalised training to match the needs of their pupils.
- Opportunities for regular free training for support staff provided by the Local Authority.

Classroom staff have received training in:

- Autistic Spectrum Disorder including PDA.
- Mathematical approaches including the use of Concrete, Pictorial, Abstract.
- Speech and language development.
- Behaviour management.
- Attachment theory.
- Medical conditions such as anaphylaxis, diabetes and epilepsy.

### **How accessible is Peppard CE Primary School (indoors and outdoors)?**

The school is fully accessible and can accommodate wheelchair users. The school is a single storey building and there is ramp access to the Y5/6 Classroom. Access to the field is by crossing the road. At times children may need access to a quiet space. The school is flexible to enable this to happen.

All children are included in activities and trips following risk assessments where needed and 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.

The [Family Information Directory](#) holds information about activities and events for disabled children and those with SEN in Oxfordshire.

[Oxfordshire's accessibility strategy](#) can also be read by clicking the link.

The school does not have a hearing loop.

### **How are parents/carers currently involved in Peppard CE Primary School? How can I get involved and who can I contact for further information?**

We believe that the partnership we have with parents/carers is essential to ensure the progress of their child. Parents/carers are fully involved in the school and may attend events such as; class trips, sports evening, book looks and parents/carers consultation evenings. You can meet with the SENDCo on a formal or informal basis to discuss issues that may have arisen. You can meet with external agencies, usually at the school, to discuss the support your child is receiving.

All parents/carers are automatically members of our Parent and Teacher Association (FOPS) and can join the committee if places are available and they wish to do so.

We welcome parents/carers as voluntary helpers.

We expect parents/carers to attend parental consultations once a year.

We expect parents/carers to support their child's learning at home through our home learning policy – for children with special educational needs, homework is varied and matched to the child's need.

Parents/carers are involved in meetings and reviews with support agencies external to school.

Reviews of Support Plans are shared with parents/carers and parents attend reviews of Education Health Care Plans (EHCP).



In the first instance further information can be given by the office by calling 01491 628354 or by emailing the school office [office@peppardprimary.co.uk](mailto:office@peppardprimary.co.uk).

### **What steps should I take if I have a concern about the school's SEND provision?**

The first point of contact for any discussion about your child should be the class teacher. They will be happy to support you. The SENDCo will meet with you to discuss your child's progress and provision. The Headteacher can also meet with you.

If you still have concerns and feel you have spoken in depth with the school about them, you can follow the school's Complaints Procedure, which can be found on the school's website.

You may wish to contact Oxfordshire [SENDIASS](http://sendiass.org.uk) (Special Educational Needs and Disability Information, Advice and Support Service) phone 0808 164 5504 or email [info@sendiass-oxfordshire.org.uk](mailto:info@sendiass-oxfordshire.org.uk) who are a free impartial and confidential service.

### **What specialist services and expertise are available for parents/carers of children with special educational needs?**

You can view [Oxfordshire's Local Offer](#) here or Special Educational Needs and Disabilities Information Advice and Support Service or for free, confidential and impartial service for parents and carers, children and young people (up to 25 years).

### **Who should I contact if I am considering whether my child should join the school?**

Contact the office on 01491 628354 or email the school office [office@peppardprimary.co.uk](mailto:office@peppardprimary.co.uk) to arrange a visit to come and look around our lovely little school.

### **How will the school prepare and support my child to join the school, transfer to a new school, or transition to the next stage of life?**

Children normally remain at the school from the age of four until the end of the school year in which they reach the age of eleven. To support your child as they change teachers and classes, a range of strategies are put in place to make the transition as smooth as possible. We have two transition mornings usually in June/July, where children have the opportunity to spend time with their new classes and teachers (if appropriate). Where appropriate, personal picture booklets showing staff in the new class, where things are kept etc are sent to children of nursery age to prepare them for coming to Peppard.

At the end of the academic year in which your child is eleven years old, they will transfer to a secondary school. In the September of the year before transfer to a secondary school, the parents/carers of all children due to move on will receive information from the local authority. It outlines the provision for secondary education in the area. A series of meetings are held for parents/carers at the local secondary schools and they and their children are

able to gain a clear picture of the provision available at the schools. Parents/carers are usually asked to express a preference for their chosen school by November and a decision about whether a place is available is made in March. There is good liaison between the staff of our school and all local secondary schools and smooth transfers are planned for. Sometimes health professionals have identified a child's special needs before they come to school. Where this has an impact on their ability to learn, children are given support to enable them to access the curriculum and make progress.

### **How are children at Peppard involved in their learning?**

We believe it is important to involve children in their learning and success. We consult children on their views about learning regularly. It is formally recorded on our pupil voice questionnaire four times a year (September, December, April and July). We use this ongoing feedback to develop targets and approaches that help them to learn more effectively and be successful. A range of strategies to help children to understand their progress and targets are used. Children on the Special Educational Needs and Disability register have a Support Plan which they are involved in reviewing.

### **Where can I locate further information about services for my child with SEND?**

- [Oxfordshire's Local Offer](#)
- [SENDIASS](#) (Special Educational Needs and Disability Information, Advice and Support Service)
- [SENSS](#)
- [Child and Adolescent Mental Health Services](#) (CAMHS)
- [Children's Integrated Therapies](#)
- Our [SEN Policy](#)
- Our [Equality Information and Objectives Statement](#)
- Our [Accessibility Plan](#)
- Our [Safeguarding Policy](#) - including for children with special educational needs

Reviewed and amended by E WHITE May 2024

Signed: S Swanwick (Chair of Governors)

Date: 18/7/24