

## Our School's Mission

'To be a learning community with a culture of ambition and achievement'

## Our Vision

'Embracing Learning - a school for all'

## Our Values



**Information Report for  
Pupils with Special  
Educational Needs  
and/or Disabilities  
(SEND)**

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## **Information Report for Pupils with Special Educational Needs and/or Disabilities (SEND)**

Welcome to our special educational needs and disability (SEND) Information Report. We hope that you will find the following information useful in helping you understand the variety of ways in which we are able to support your child. It is our aim to support your child in reaching their full potential in order to ensure a successful transition into adult life.

Oxspring Primary School is an inclusive school and believes that all children should be valued and treated with respect. We use our best endeavours to ensure that the provision for **all** pupils is of the highest possible standard, whilst acknowledging that we are continually striving to improve our practice. We are committed to narrowing the attainment gap between children with SEND and their peers, and are working to achieve this in variety of different ways. The School works with due regard to the SEND Code of Practice (2015) and the Equality Act (2010).

This report complies with Section 69 (2) of the Children and Families Act 2014, Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014.

*Our Special Educational Needs Coordinator (SENDCO) takes overall responsibility for the operation of this report and coordinating specific provision for pupils receiving SEN support. Our SENCO also contributes to the strategic development of SEN provision.*

*Our SENCO is Mrs S Irwin and she can be contacted via email or the through the school office: [s.irwin@oxspringprimary.co.uk](mailto:s.irwin@oxspringprimary.co.uk) . Mrs Irwin is supported in the role, through the SEND leadership team, including Mrs N. Reeve (F2/KS1) and Mrs G Marsden (KS2), along with Miss S. Grobler (KS1)*

*The SENCO is also the Headteacher.*

*Our SEND Governor is Ms M Jowett.*

### *‘Local Offer’*

We are part of the Barnsley Local Authority and therefore work as part of ‘Barnsley’s SEND Local Offer’ to pupils and parents with Special Educational Needs. **The link for the Local**

**Offer is available on our website on the ‘SEND’ page**

**<http://oxspringprimary.co.uk/official-documents/> , along with our current SEND**

**Information Report and policies.** Alternatively, you can visit the Barnsley.go.uk website and look through all of the services available.

**<https://www.barnsley.gov.uk/services/children-families-and-education/schools-and-learning/special-educational-needs/special-educational-needs-assessment/>**

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### *What is a special educational need?*

*'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:*

*(a) have a significantly greater difficulty in learning than the majority of others of the same age; or*

*(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions.*

*A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Act)' (SEND Code of Practice 2015)*

### *What is a disability?*

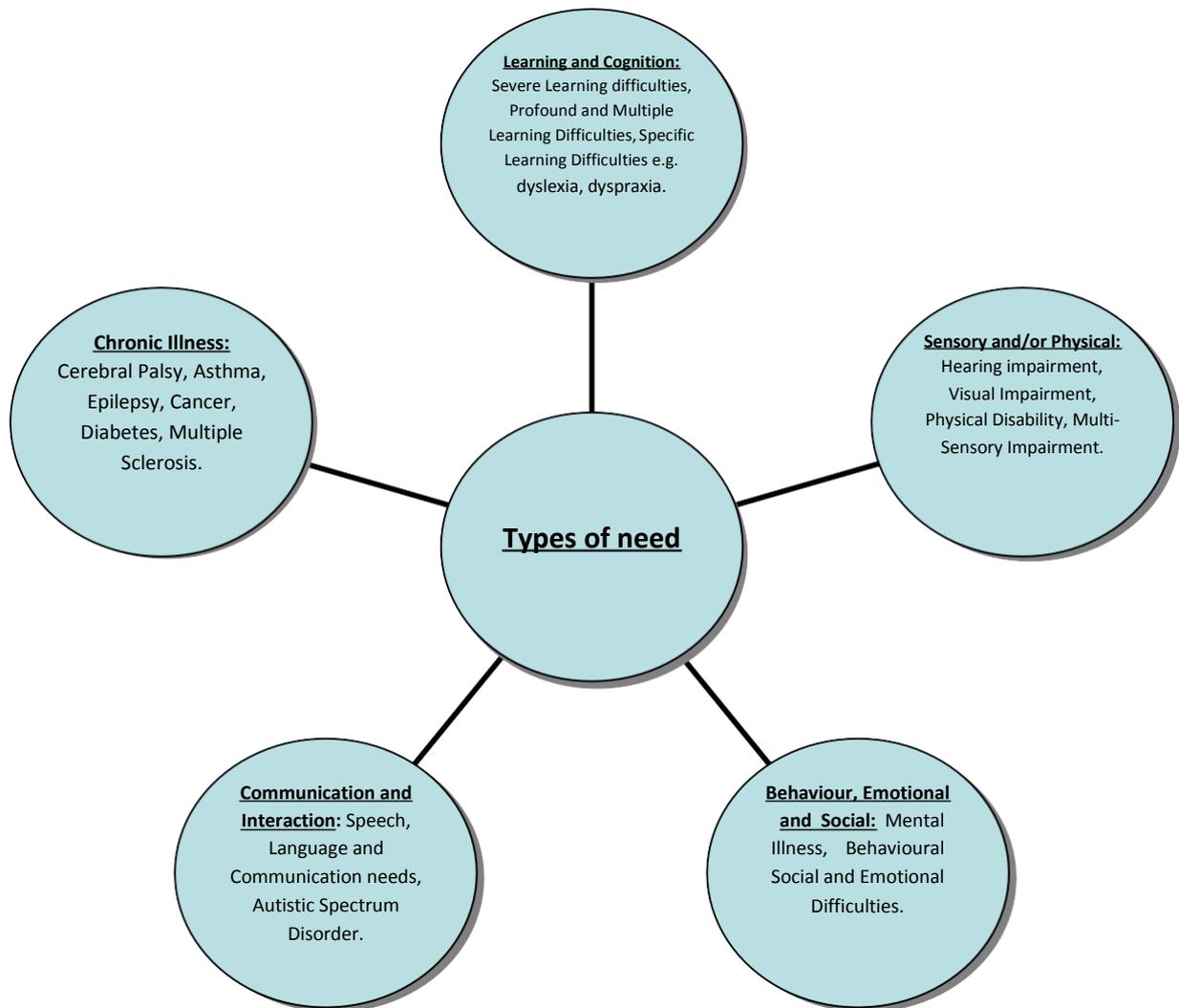
The Equality Act 2010 states that a person has a disability *if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.*

*A physical or mental impairment includes: learning difficulties including specific learning difficulties; medical conditions including epilepsy, diabetes, more severe forms of asthma and eczema; autism; speech, language and communication impairments.*

*If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.*

*Some SEND examples:*

*This diagram outlines examples of the variety of SEND that may affect children in our school.*



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### *What should I do if I think my child has special needs or a disability?*

If you feel that your child may have SEND then you should ask to speak to your child's class teacher in the first instance. If they are unable to see you straight away, they will be happy to make an appointment when you can discuss your concerns in more detail. Your child's class teacher may also feel that it would be helpful to have the SENDCO attend the meeting. The school closely monitors all of its children with special needs, and at the meeting we may feel that we do need to put in place some strategies and interventions to minimise or overcome your child's barriers to learning. Similarly, if a teacher has concerns about your child and their progress, you will be invited to school by the teacher to discuss this.

### *What will happen once I have shared my concerns with the school?*

For many children, simple changes to the way that the curriculum is delivered can make a significant impact on reducing the barriers to their learning, and with these changes in place they are often able to catch up with their peers and make expected levels of progress. In School we call this 'differentiating the curriculum'. Your child's class teacher will be doing this on a daily basis in order to ensure that all the children in the class can make the most of the learning experiences presented. Our school aim is to ensure that all children achieve their full potential.

For some children this may not be enough to help them make expected progress and they may need something which is 'additional to and different from' that which is normally provided for all children. If a child requires this type of support the school will monitor them according to the SEND Code of Practice. You will be kept informed of the additional support that your child is receiving by either written correspondence, at parents' evenings and/or parent meetings. This could mean that the class teacher may be using different strategies to help your child to learn, or perhaps your child will be receiving some additional support in a small group alongside other children with similar needs. Any small group work will be carefully targeted to address your child's needs and his or her progress will be closely monitored and evaluated. You may be asked by school to support your child's learning by carrying out some simple tasks at home such as extra reading practice, or providing opportunities to practice new skills that have been taught in class. Please ask your child's class teacher for some suggestions as to how you can best support your child's learning at home.

The school will monitor your child at this stage for a period of time. Often this level of support in addition to the classroom curriculum differentiation is sufficient to help your child and they will make greater progress. However, for some children this may not be

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enough and the school, with your agreement, will make the decision to increase the level of support provided. This simply means that the school have decided to involve some external professionals or agencies to provide them with more specialist advice and guidance. This external support might be from an Educational Psychologist; Speech and Language Therapist; Occupational / Physiotherapist; Specialist Advisory Teacher; or a medical professional. If your child's needs are wide ranging or more complex, then it may involve several of these people who will need to work in a co-ordinated way.

### *What is the SEND register and when does my child go on the register?*

The SEND register is a document that indicates which children across school are considered to have SEND. It enables the school to carefully track these children as they go through school. After initial identification of a need and the implementation of additional support, the progress of your child will be monitored. This may then result in your child being added to the SEND register. You will be informed of this decision and will be kept updated about your child's progress on a termly basis.

In some instances, children are able to catch up with their peers and begin to make good progress. In these cases your child can be subsequently taken off the SEND register. On such an occasion this will be communicated to you in writing by the SENDCO.

### *What is a SEN Support Plan?*

A SEN Support Plan is a plan that is written by the class teacher in consultation with the parent and child. Any child that is on the SEND register will have an individual support plan. The Support Plan records the additional and more specialised strategies and interventions that will be required to help reduce/manage the barriers to your child's learning. Children who have a Support Plan are aware of their learning targets and are encouraged to reflect on the progress they feel they have made. Contributions from parents and children towards new targets are greatly encouraged, and so parents and their children are invited to school termly to discuss Support Plans. Once a new Support Plan has been written, the school will carefully monitor the progress being made. If it is felt that the targets are inappropriate for any reason then the school will discuss more appropriate targets with parents at the earliest opportunity.

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As outlined in the SEND Code of Practice:

***‘SEN support in schools***

***6.44 Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.***

***Assess***

***6.45 In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil’s needs. This should draw on the teacher’s assessment and experience of the pupil, their previous progress and attainment, as well as information from the school’s core approach to pupil progress, attainment, and behaviour. It should also draw on other subject 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 and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting’s own assessment and information on how the pupil is developing.***

***6.46 This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is***

***developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.***

***6.47 In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them if the parents agree.***

***Plan***

***6.48 Where it is decided to provide a pupil with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.***

***6.49 All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school’s information system.***

***6.50 The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.***

***6.51 Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. The information set out in 6.39 should be readily available to and discussed with the pupil’s parents.***

***Do***

***6.52 The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child’s particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.***

***Review***

***6.53 The effectiveness of the support and interventions and their impact on the pupil’s progress should be reviewed in line with the agreed date.***

***6.54 The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil’s needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil’s progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.***

***6.55 Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.***

***6.56 Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. Schools must co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf. Further information about EHC plan reviews is given in Chapter 9, Education, Health and Care needs assessments and plans. ‘***

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### *What is an Early Help Assessment (EHA)?*

An EHA can be initiated by any professional (e.g. Doctor, Health Visitor, School) who comes into contact with your child in order to support the child and the family with specific needs. These needs may be social or medical as well as educational. Therefore it is possible to have an EHA without being on the SEND register. However many children who are on the SEND register do not need an EHA. An EHA is the means by which access to a wider range of support from professionals is gained.

Once established, the EHA will help the School to organise Team Around the Family Meetings (TAF Meetings) where everyone involved with your child, (including yourself) can sit down together and discuss the best way to help your child make progress.

Once all professionals and the parents agree that the objectives in the EHA have been met then the EHA can be closed. The Early Help team within Barnsley Local Authority like the team around the family to use their best endeavours to reach the objectives set out in the EHA within 18 weeks wherever possible.

### *What is a Statement or Education Health and Care Plan?*

Only a very small percentage of children require support of an additional nature beyond those mentioned above. If this is the case, then the SENDCO may discuss with you the possibility of asking the Local Authority to undertake a statutory assessment of your child's needs. If this is considered appropriate, then the school has to gather lots of information to count as evidence to support the school's view that your child's needs are such that they need additional support. The information gathering process needs to be very thorough, and will take at least two terms, as the Local Authority need to see that we have used our best endeavours to support your child first. Information gathering includes collecting data and reports from the full range of professionals that are involved with your child. With your permission, all of the information gathered will then be sent off to the Local Authority for them to consider the information at a panel meeting. Then a decision will be made about whether or not to carry out a statutory assessment of your child's needs. Whilst this is taking place the school will continue to support your child's needs with the resources that are already in place.

Once the Local Authority receives a request to consider a statutory assessment, a legal timescale begins. The process of statutory assessment is carefully bound by the legislation and guidance within the SEND Code of Practice. The SENDCO will be able to explain the process and timescales to you. If the decision is made to go ahead with a statutory assessment then the Local Authority will signpost you to guidance and support that will assist you through the process, for example from the Parent Partnership Service. Once the

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statutory assessment process is completed, you will be sent a copy of your child's Education Health and Care Plan.

An Education Health and Care Plan is the name of the document that outlines the educational and health care needs of a child, once agreed by the Local Authority.

Children with current Statements, will, in due course have their Statement changed to an EHC plan by the Local Authority. The terminology 'Statement' is now changing to 'Education, Health and Care Plan (EHC Plan)'.

An Education Health and Care Plan addresses needs that are both educational and health or medical related. These are designed to address complex needs in a coordinated way, to ensure that **all** needs are met within an educational/health care setting.

### *What can I expect the school to do in order to meet my child's special educational needs?*

'Quality First Teaching' is an entitlement for all children, and we are constantly striving to ensure that teaching is of a 'good' or 'outstanding' quality at all times. This is the classroom teaching that your child receives on a daily basis from the class teacher. Lessons are carefully differentiated to take account of different learning styles and abilities. In addition, the school staff can gain knowledge and skills from a variety of training and Local Authority support which will make the delivery of the curriculum more accessible for children with specific needs. All teachers in school have the support of a Teaching Assistant for a part of the day in the classroom. In some cases where there are children with more diverse SEND, there may be more than one Teaching Assistant working in the classroom to support these needs. In order to discourage any child from becoming too dependent on any individual adult we try extremely hard to give SEND children the opportunity to work with a range of people. Furthermore as each child grows and becomes more independent we review their needs, the level of Teaching Assistant support that they require and in what particular areas. We are always careful to ensure however, that all needs are fully met.

Where appropriate, children may have access to additional small group activities for short periods of time alongside other children with similar needs. The work carried out in small groups is overseen by the class teacher and SENDCO who are responsible for monitoring the child's progress and targeting the support carefully. The school has a range of group interventions available for children, and these are planned for carefully, considering the needs of your child.

Some children may require interventions of a 1:1 nature for very short periods of time. Again these are overseen by the class teacher and SENDCO. Progress from such interventions is carefully monitored and considered before further intervention is offered.

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### *How is the school building and learning environment adapted to meet my child's SEND?*

In compliance with the duties set out in the Equalities Act 2010 the school has an accessibility plan which outlines the actions we will take overtime to increase the accessibility of pupils. We have made the following adaptations to the learning environment but if a child was thought to need something different then this would be considered.

- Oxspring Primary School is at present housed in 3 buildings. Each building can be accessed by a wheelchair ramp.
- Oxspring Primary School has wheelchair access to all doors.
- There is no SEN unit at Oxspring Primary School.
- Small rooms next to Class 1 and 2 are available for children with sensory and additional needs when they require access to a quieter area.
- There is 1 wheelchair accessible toilet available in the KS1 block for disabled children and adults. The facility also has a changing station.
- Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised.
- Additional support for pupils is provided by TAs within classrooms. Additional individual help is also timetabled for children with specific learning need.
- Our Personal, Social and Health assemblies/programme helps children be aware of and positively value the differences between people as well as the similarities, and to be sensitive to one another's needs.

### *How will my child's learning needs be assessed and their progress monitored?*

The school sets aspirational targets for all its children including those with special educational needs. Individual targets, through feedback and marking, are shared with children so that they are aware of what they need to learn next. The school has a rigorous programme for assessing all children's learning, including that of SEND children, which is in addition to the termly assessment of individual targets.

Some assessment takes place at the end of specific pieces of work to inform teachers' planning. Also, on-going assessments take place on a regular basis to ensure that the opportunities presented to children are appropriate to meet need and aid their learning and development.

In some instances additional assessments may be appropriate for children with SEND in order to provide additional information to determine their strengths and areas for

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development. The school has access to additional assessments if they are deemed necessary to identify learning needs, and these will be discussed if appropriate. The SENDCO/class teacher will be happy to discuss any additional assessments used, the results achieved and the implications for future learning. However, if it is felt that something more specialised is required then the relevant service could be contacted to discuss this.

### *How effective is the School's provision for children with special educational needs?*

The school also has an inclusion policy for special educational needs, which is implemented by all members of staff, and its effectiveness is monitored and evaluated by the Governing Body on an annual basis. The SENDCO meets with all teachers on a termly basis to discuss the progress of children with SEND and the provision made for them. In addition to this, the SENDCO reports to the Governing body on a termly basis in the Headteacher's report. The reports share up to date information about the impact of interventions and the number of children on the SEND register, in addition to other relevant information regarding staff training and development. Information from parents and children's comments are also reported to the Governing Body in relation to the support provided or feedback on the effectiveness of new resources. This helps us to ensure that we make the necessary developments to minimise the gaps in our provision for children with SEND.

We work closely with external agencies in order to monitor the effectiveness of our provision. All staff strive to adapt their teaching routines to best suit the needs of all learners.

### *What is the role and responsibility of the SEND Governor and the Governing Body?*

The SEND Governor is the appointed Governor that communicates any SEND updates and information to the Governing Body. The SEND Governor spends time in school with the SENDCO discussing current provision and support for SEND children and their provision. The Governor may also support the SENDCO with some monitoring tasks that are carried out in school in order to ensure the best quality support is in place for SEND children.

The Governing body are involved with the SEND provision, as they are with all other elements of school life. It is part of their role to look at provision that is in place, and support the SENDCO in decisions about SEND provision across school. They look at data/reports about the performance of SEND children, and strive for the best education for all children, including those with SEND. Members of the Governing body will, at times, visit

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school to look more closely at initiatives that are in place to support SEND children, alongside other children.

### *What is the SEND Inclusion Policy and when is this reviewed?*

The SEND Inclusion Policy is the current policy that is in place to outline the procedures that are followed for SEND children. It also details the provision that is in place for SEND children. Similar to this School Offer, the SEND Inclusion Policy is reviewed regularly and updated in light of statutory changes. New information may be added to the policy to reflect the most current and up to date initiatives that are running in school. It is published on the school website (under '**School Office – Official Documents**') and paper copies can be requested from the school office.

### *What extra-curricular activities are available for children with SEND?*

All children that attend Oxspring Primary School can enjoy a range of extra-curricular activities after school. These include fencing, dance, gymnastics and multi sports, along with other curriculum areas as appropriate (which change seasonally). We have a thriving Pupil Parliament, to which we give responsibility to make 'real life' decisions. SEND children, like all others, are encouraged to participate in extra-curricular activities in order to develop skills across the curriculum, and to join in doing activities that they particularly enjoy.

### *What is Disability Equality?*

Disability Equality is about promoting equality for all pupils, regardless of their disability. The school Disability Equality Scheme can be found on the school website under '**School Office – Official Documents.**'

*Thank you for taking the time to read our SEND Information Report. If there is anything that you want to ask, or if you have any suggestions for improving our Information Report, then please do not hesitate to contact school on **01226 763020**.*