



Madley Brook Primary School

Special Educational Needs and Disabilities (SEND) Information Report

About our school

Madley Brook Primary School is a mainstream school co-located with Springfield Special School on the site known as the Bronze Barrow. We are two separate schools but we share the same building. Madley Brook is part of a multi-academy trust, known as the River Learning Trust and we educate and nurture pupils from 3 to 11 years, from Nursery to Year 6.

We are able to provide for pupils with a wide range of special educational needs including those with:

- **Communication and Interaction needs** including speech language and communication difficulties and/or autistic spectrum conditions.
- **Cognition and Learning needs** including learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- **Social, Emotional and Mental Health needs**
- **Sensory and/or Physical needs** including visual or hearing needs, or a physical disability that affects learning.

How do we identify and give extra help to pupils with SEND?

Pupils are identified as having Special Educational Needs or Disabilities (SEND) in a variety of ways. These may be through assessments of attainment in class, observation, SATs and other test results, reports from outside agencies such as health or social care, or feedback from previous schools or settings.

We use Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'. The guidance sets out:

- How we identify if a pupil has a special educational need.
- How we assess pupils 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.

Click here to read it:

<https://www2.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>

Our Acting SENCo (Special Educational Needs Co-ordinator) is Ms Ruth Evans. She can be contacted Monday – Friday via email revans@madleybrook.org and on Monday or Tuesday via phone 01993 862976

Her role includes:

- coordinating the educational provision for pupils with SEND liaising with staff as appropriate



- monitoring and evaluating provision for pupils with SEND proposing changes as appropriate
- ensuring that the appropriate Code of Practice procedures are in place
- maintaining effective contact with parent/carers and pupils to ensure their views are taken into account
- liaising with other professional support services and agencies.

Our Governor with responsibility for SEND is Mrs. Eleanor Howell.

Our SEND policy can be found here: <http://madleybrook.org/parents/policies>

Our Equality Policy is also available at <http://madleybrook.org/parents/policies>

How do we work with parents/carers and pupils?

We will always contact parents/carers if we have a concern that a pupil is not making progress or if we are concerned that s/he may have a special educational need. Alternatively, you can always raise your own concerns with your child's class teacher. We will arrange a meeting to discuss our and/or your concerns, plan any additional support, and talk about any necessary referrals to outside agencies.

We work closely with pupils with SEND and their parents/ carers to agree outcomes, how we will all progress towards these, and then to review the situation. We do this by termly review meetings at Parent - Teacher meetings and using a home/school diary as appropriate. Additional meetings may be arranged by parents/carers or school as necessary. Pupils contribute to their own termly SEN reviews.

There are also opportunities for pupils to contribute to our policies on SEND and Equality through the School Council.

Parents and carers are encouraged to contact the school should they have any questions about our policies.

Adapting the curriculum and supporting your child

We are a fully inclusive school and offer a broad and balanced curriculum for all pupils including those with SEND. Details are published on the school website.

Teachers ensure that learning is accessible for all pupils in their classes, through quality first teaching, targeted support, differentiated tasks, pre-teaching of skills and vocabulary, and intervention. Teaching Assistants work across the school deliver the support where it is most needed. If your child has such significant or complex needs that an Education Health Care Plan (EHCP) is in place detailing specific targets, we ensure that support is in place for these to be accomplished.

We may use a range of additional resources to support pupils as appropriate. For example:

- visual timetables, visual prompts and task boards
- writing slopes
- colour overlays to support pupils with dyslexic tendencies
- pencil grips
- left-handed and styrex scissors
- sensory aids



- scribes for Statutory Tests
- ICT equipment

Our joint school Equality Policy and Plan can be found here

<http://madleybrook.org/parents/policies>

What expertise can we offer?

Teachers are kept up to date with curriculum changes and developments through INSET (In-Service Training) and Teaching Assistants are included in this as appropriate.

We have staff who have attended training in areas of SEND including Speech, Language and Communication, Autism and Nurture. Some have had training for specific interventions such as “Talk Boost”.

Many of our staff have had First Aid Training, including Epipen training, diabetic training, and several have had the more specialised Paediatric First Aid Training.

All our staff have had Safeguarding Training.

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

Educational Psychology

Special Educational Needs Support Service (SENSS) who work in partnership with each other and with schools to secure good outcomes and a positive future for children with SEN and/or a disability (Autism, Speech, Language & Communication Needs, Hearing Impairment, Visual Impairment, Multi-Sensory Impairment, Physical Disability, and Downs and Complex Needs)
Speech and Language Therapy

Child and Adolescent Mental Health Services (CAMHS)

Primary Child and Adolescent Mental Health Service (PCAMHS)

Occupational Therapy

School Nurse

Oxfordshire School Inclusion Team (OXSiT)

SENSS

Information about these services and what they offer can be found on the Oxfordshire County Council SEND web pages:

<https://www.oxfordshire.gov.uk/cms/public-site/support-services-send>

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

How do we know if SEND provision is effective?

The progress of all pupils is tracked throughout the school with formal assessments during the year. The Head Teacher, SENCo and class teacher meet three times throughout the year to look at data, which shows progress and attainment of all pupils, and discuss what additional support or intervention is needed. In addition, for pupils with SEND, we review progress towards agreed outcomes with parents/carers three times a year, assessing whether the support that has been in place has made a difference. We evaluate this progress against age related expectations and then decide what to do next.



When we use specific intervention programmes for individual or groups of children, we check how successful they have been, by assessing each pupil before and after the intervention. If we feel the intervention is not effective, we look at why this is the case, and use this information to decide on what we should do next. For example, the intervention might not be delivered often enough to have an impact.

The governing body is involved in evaluating the success of the education that is provided for pupils with SEND, with the SENCo and SEND Governor meeting regularly throughout the year.

How are pupils with SEND helped to access activities outside of the classroom?

All pupils 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/carers and pupils 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 SEND 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>

Find out more about short breaks for children with disabilities in Oxfordshire on:

www.oxfordshire.gov.uk/cms/content/short-breaks-disabled-children

and sign up to receive the Short Breaks Update.

How accessible is our school?

As we are co-located with Springfield Special school accessibility for all pupils is paramount. We are a "wheelchair friendly" site with all classrooms on ground level and wide corridors and doorways. All doors have visibility panels. We also have disabled toilets throughout the school. Outdoor areas including pathways are wide enough for wheelchair users and there are dropped kerbs where necessary to ensure accessibility for all.

We work with professionals from outside agencies such as the Communication and Interaction Team, and Visual Impairment and Hearing Impairment services, and provide pupils with resources and strategies, following on from advice given.

Within the classroom we strive for high quality first teaching to all children across the school. In addition, we provide targeted support for pupils as appropriate. This might be in the form of pre-teaching, intervention or immediate catch-up work with the class teacher or a teaching assistant. Working areas outside the classroom and group rooms in each key stage are also available.

Arrangements are in place for pupils with hearing or visual impairments to sit closer to the front of the class.

There are also procedures in place for evacuation and lockdown in the case of an emergency.



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

All children have the opportunity to share their views through their class school council representatives.

We always listen to the views of all pupils and we take bullying very seriously. We have an anti-bullying policy and teachers address issues through PSHCE lessons and circle time. Whole school assemblies help to educate and inform pupils.

Nurture sessions are run in school to support vulnerable children. These provide an opportunity to raise and discuss issues worrying them with a familiar and trusted adult in a small group, or on an individual basis.

Our anti-bullying policy can be found at <http://madleybrook.org/parents/policies>

Joining the school and moving on

We encourage all new pupils and their families to visit the school before starting. For pupils with SEND, there are opportunities for additional meetings with parents or carers to discuss the needs of their child and opportunities for additional visits.

We begin to prepare pupils for transition to secondary education by increasing the number opportunities to visit their next school, using sporting, musical and curriculum based events. Transfer days are organised in term 6, with vulnerable children being offered additional visits. Secondary school staff visit our school to speak to the children, the class teacher and SENCo, to gather as much information as possible.

Who to contact

If you are concerned about your child, please speak to the class teacher in the first instance. If necessary, the teacher will speak to the SENCo and arrange a meeting for you.

If you would like to offer feedback, including compliments and complaints about SEND provision, please contact the SENCo, Ms Ruth Evans or the Headteacher, Mrs Katherine Spencer. We aim to respond to any complaints within seven days.

Special Educational Needs and Disability Information, Advice and Support Service. If you would like impartial advice from SENDIASS (formerly Parent Partnership) Tel 01865 810516

<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 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>

Oxfordshire's Local Offer contains lots of information for parents/carers:

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

There is a Facebook page for families in West Oxfordshire:

<https://www.facebook.com/WestOxfordshireSEN>