

Special Educational Needs (SEN) Information Report

Bishop Loveday C of E Primary School

2024-2025



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Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website

<https://www.bishop-loveday.oxon.sch.uk/page/?title=Policies&pid=15>

Note: If there are any terms we have used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Attachment and Trauma
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Catherine Farrell. She is a qualified teacher with over 25 years classroom practice, teaching and leading EYFS and Year 1 and 2 as well as being SENCO, deputy head and acting head teacher. She holds the National Award in Special Educational Needs Co-ordination in 2017. She has a masters level qualification as a specialist teacher in Specific Learning Difficulties (dyslexia), the NHS Talking Success certificate in supporting children with speech and language difficulties, a certificate in teaching Gifted and Talented Children and a certificate in supporting the needs of children with Attachment and Trauma needs. She is also a deputy safeguarding lead. She has also worked for the bereavement charity, Seesaw.

Her working days are Monday-Thursday.

Contact details: c.farrell@bishop-loveday.oxon.sch.uk 01295263157

Inclusion Team

At Bishop Loveday, the role of the SENCo is supported by an inclusion team

- Dee Loader Head of School Designated Safeguarding lead (DSL)
- Denise Gregory Welfare Officer and Deputy Designated Safeguarding lead (DDSL)
- Hayley Warner Deputy Head teacher Deputy Designated Safeguarding lead (DDSL)
- Cathy Stafford Year 3 and 4 Phase lead, Pupil Premium Lead, Deputy Designated Safeguarding lead (DDSL)
- Catherine Farrell SENCo Deputy Designated Safeguarding lead (DDSL)

Class Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teachers and teaching assistants have received training in the following:

- Speech and Language
- Understanding and meeting the needs of children with autism
- Safeguarding
- Behaviour management
- Trauma and Attachment

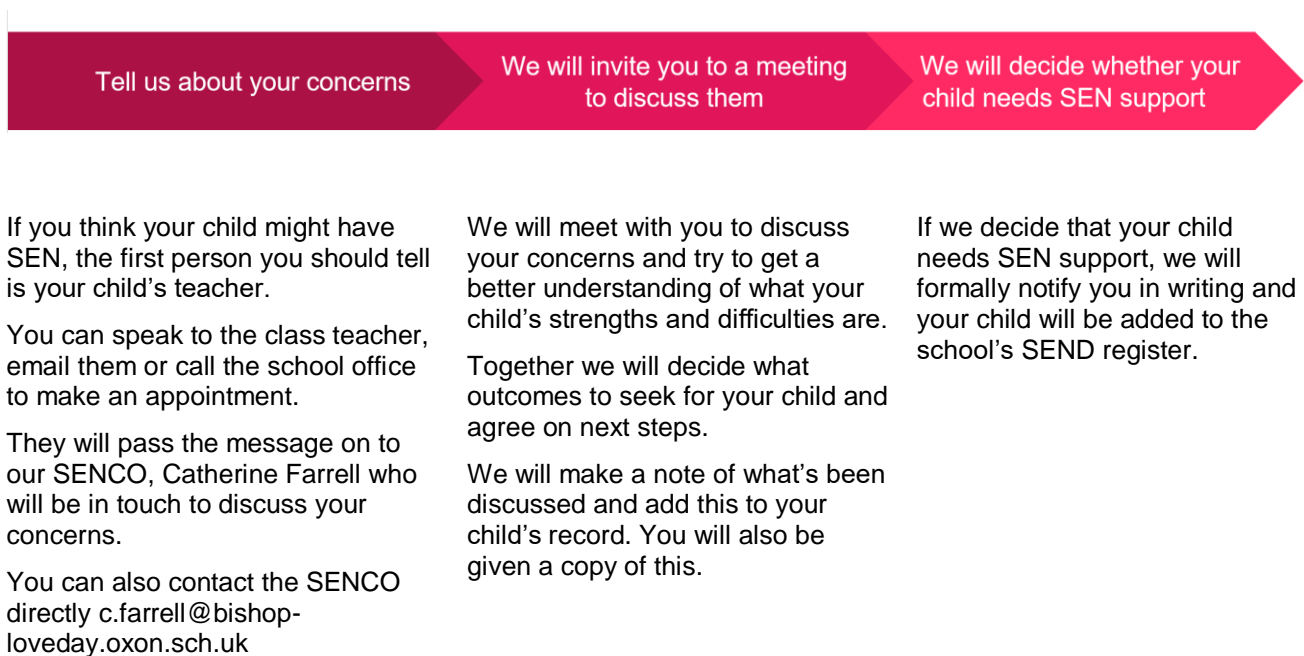
External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Special Educational Needs Support Services (Communication and Interaction, Physical Difficulties, Sight and Hearing, Adaptive Technology)

- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- Physiotherapists
- Place2Be
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?



4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress from their starting point in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The Class teacher and/or the SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

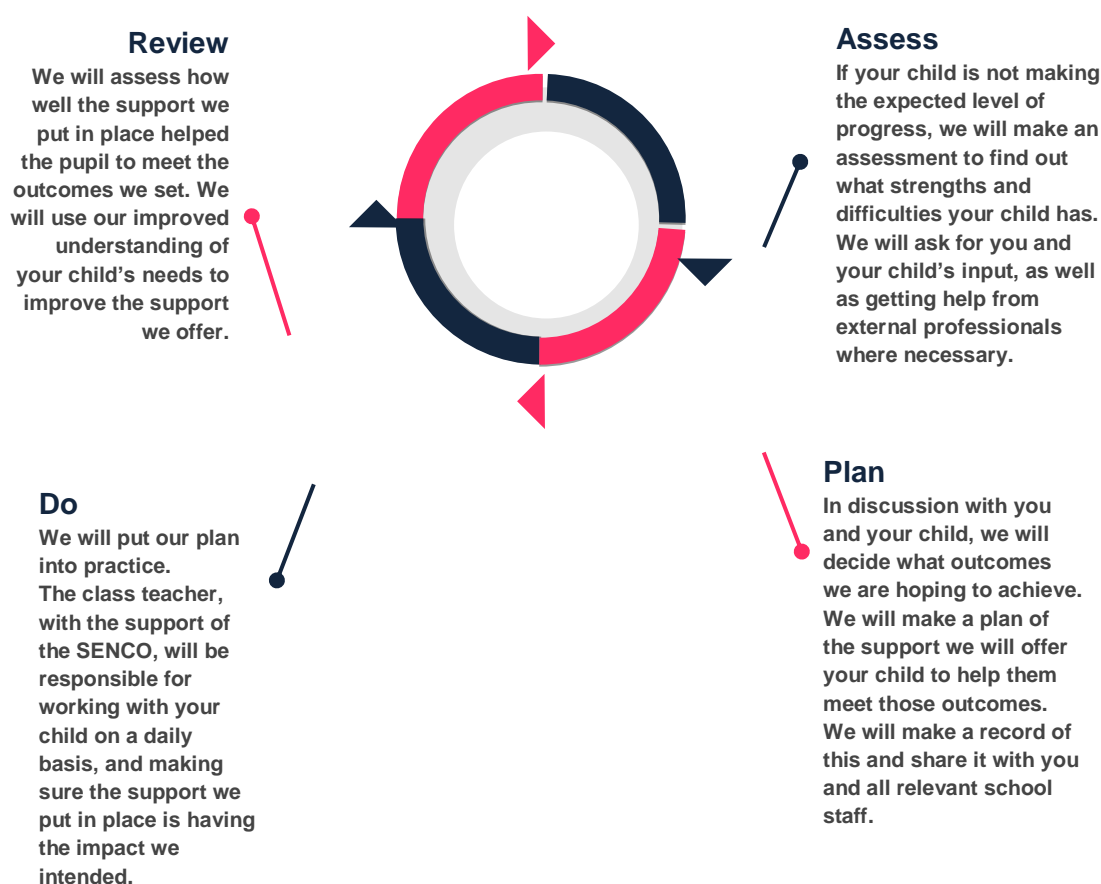
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the class teacher will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

Your child's class teacher will meet you 3 times a year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when this support is identified in their plan
- Teaching assistants will support pupils in small groups as identified by the class teacher

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Now and next boards Task management boards Sensory resources-light, sound, movement
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Enlarged print Reading overlays Concrete equipment (maths)
	Moderate learning difficulties	Targeted support
	Severe learning difficulties	Support and guidance from external agencies
Social, emotional and mental health	ADHD, ADD	Quiet workstation Safe place outside the classroom Sensory circuits
	Adverse childhood experiences and/or mental health issues	Nurture groups
Sensory and/or physical	Hearing impairment	Visual display, Signing
	Visual impairment	Limiting classroom displays and sensory overload Touch typing Visualizers/lpad

	Multi-sensory impairment	Tactile resources, various representations of the resources eg mind maps
	Physical impairment	Adaptations to meet the need of the learner

These interventions are part of our contribution to Oxfordshire County Council's local offer.

<https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/service.page?id=bdxhCHYptsE>

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 12 weeks of intervention
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips. All pupils are encouraged to take part in sports activities, day trips, special events.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we aim to make reasonable adjustments so that children with additional needs can enjoy wraparound club, but recognize that staffing ratios will not enable children to have 1:1 support.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

The Published Admission Number (“PAN”) for entry to Reception year group in September 2024 is 60. The school will accordingly admit this number of pupils if there are sufficient applications. Where there are fewer applicants than the PAN, the Trust will offer places at the school to all those who have applied.

Where a child has an Education, Health and Care Plan naming the school that the child will be admitted and the number of available places under the PAN will reduce accordingly.

<https://www.bishop-loveday.oxon.sch.uk/page/?title=Policies&pid=15>

13. How does the school support pupils with disabilities?

- The building and playground are accessible to wheelchair users (some additional adaptations may be required).
- Staff have a good awareness of sensory issues.
- Reasonable adjustments are made by staff to ensure children with disabilities can access all lessons.
- Trips will be planned taking into account the needs of children with disabilities.

14. How will the school support my child’s mental health and emotional and social development?

- All classes follow a structured PSHE (Personal, Social, Health and Economic education). Teachers identify children who would benefit from 1:1 or group interventions to develop their social and emotional skills.
- The Welfare Officer can support families with difficulties.
- Groups to develop social skills and/or enhance self-esteem are run, as required.
- A buddy system is operated at lunchtime to support all pupils.
- There is a programme for lunchtime and after-school clubs e.g. sports activities, computers and games.
- Additional support is available for children who are struggling at break time with an identified Nurture Adult.
- Visual timetables/symbols support all children.
- There is a strong ethos of pastoral care.
- Place2Be offered additional support to identified children and is available as Time to Talk for all children at individual children.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Early Years Transition

- SENCO or class teacher attend transition meetings for pupils with SEN making the transition from pre-school to Nursery or Reception. The class teacher and or SENCO visit the child in their current setting.
- Parents are invited to a pre-admission meeting.
- Enhanced transitions are planned for children with high levels of need.

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Give support staff time to discuss the needs of their current cohort with the next years support staff

Between 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 may need to be made for your child.
- 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.
- Meet with parents to discuss any concerns and plan any support.

Between Phases

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Learning how to get organised independently
- Plugging any gaps in knowledge

16. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Dee Loader is designated teacher for Looked after children who will work with Catherine Farrell our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the SENCo and Headteacher in the first instance. They will then be referred to the school's complaints policy.

Bishop Loveday School Complaints Policy

<https://www.bishop-loveday.oxon.sch.uk/page/?title=Policies&pid=15>

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

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

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at <https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/service.page?id=bdxhCHYptsE>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are: <https://www.sendiass-oxfordshire.org.uk/>

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs

- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages