



NKS SEND Information Report 2020-21

At North Kidlington School, we pride ourselves on the provision that we have developed for our children with Special Educational Needs and Difficulties (SEND). There is a rigorous and continuous process of identification and support in an environment where children of all abilities can feel nurtured and able to attain their best.

Our SEND Policy can be downloaded or read online via our school website <http://www.north-kidlington.oxon.sch.uk/school-policies>. If you are unable to access our website or would prefer a hard copy of the policy, please contact the school office.

Our Definition of Special Educational Needs

At North Kidlington School, we believe that every pupil has individual and unique needs. However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly.

Curriculum Access and Inclusion

Our approach to access and inclusion is achieved through:

- An inclusive ethos;
- A broad-and-balanced curriculum for all pupils;
- A system for early identification of barriers to learning and participation;
- A high expectation and suitable targets for all children;
- Supportive and regular communication with the child's family.

We use the 2014 SEND Code of Practice and the Oxfordshire County Council SEND Guidance Handbook descriptors to identify and record information about the assessment and provision for each pupil.

The code recognises three broad levels of provision within the continuum:

1. Wave 1- Quality-first Teaching (These children are not recorded on the SEND register);
2. Wave 2 - Additional Programmes and support to accelerate learning;
3. Wave 3 - Additional highly personalised interventions (Generally for children with one-to-one support).

For further details, please refer to the NKS SEND Policy.

2020-21 SEND Data

Number/percentage of children

Need	Total Number of Pupils		Percentage of the whole school		Wider Percentages (2020/21)	
	2020/21	2019/20	2020/21	2019/20	National	Oxfordshire
SEND Support	56	51	19.6%	17.5%	15.7%	tbc
EHCP	3*	3	1%	1%	3.7%	tbc

*2 additional applications submitted (EHCNA) – one has been approved this year and we are awaiting the result of the second.

SEND category

Level of Need	Number of Pupils		Percentage on Register	
	2020/21	2019/20	2020/21	2019/20
Communication and interaction	21/56	17/51	37.5%	33.3%
Cognition and Learning	31/56	30/51	55.5%	58.8%
Social, Emotional and Mental Health	0/56	1/51	0%	1.9%
Sensory/Physical	4/56	3/51	7%	5.9%

We have also identified an increasing level of need in our school with selective mutism. These children exhibit a range of levels of attainment and come from varied socio-economic backgrounds. We are addressing this through staff training in the coming year.

Procedures for Identifying Pupils with SEND and assessing their needs

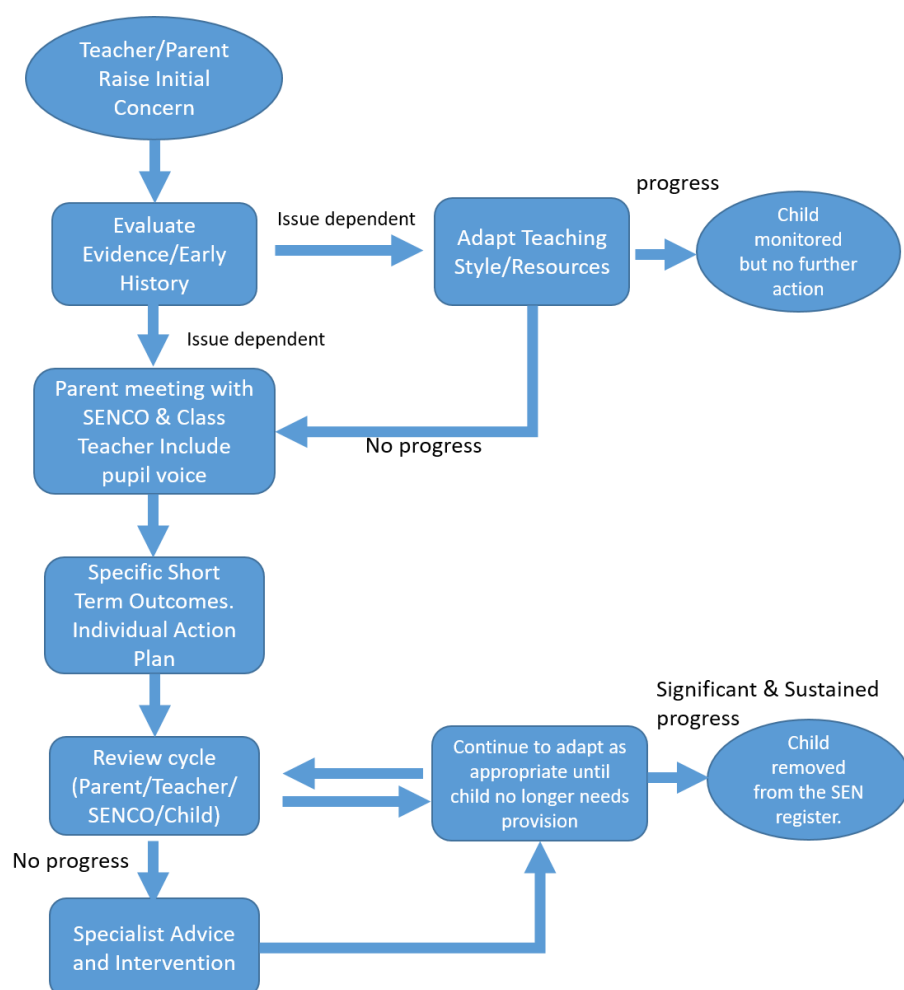


Figure 1: Flow chart detailing the steps for identifying, monitoring and improving the outcomes for SEND children



Arrangements for consulting parents of children with SEND and involving them in their child's education.

Our school believes that good communication between parents/guardians and staff is essential so that parents can share their knowledge and expertise about their child. This is important in enabling children with special educational needs to achieve their potential. Due to the COVID-19 pandemic, meetings were offered using a variety of methods (virtual, phone, outside) to ensure all of our parents were able to attend. This was particularly important this year as many of our SEND children, most notably those with communication and interaction difficulties, found the number of changes to their daily routine throughout the year difficult to manage. Parents have been able to discuss their child's needs, progress, successes and strengths at Parents/Teacher Consultations, Structured Conversations with the SENCo and Special Needs Review meetings.

We try to include parents throughout the process and, even though it was harder with the COVID restrictions, we strived to maintain our usual good practice. Parents have been involved in the initial identification of their child's needs and have been invited to be part of the review process to monitor provision and progress. Wherever possible, parents have been involved in any strategies implemented and have been given advice or support on how to help them to manage their child's difficulties so as to improve individual outcomes. Parents were consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour.

Parents have also had full access to a copy of all meeting transcripts and relevant documentation regarding their child.

Parents are able to provide feedback through the review meetings and they are invited to respond to their child's annual report in the Parental comment section.

"There is a very positive atmosphere, where all children are known well, valued, cared for, encouraged, taught well and praised for their varied achievements at all levels.' All parents who responded to the Ofsted online questionnaire, Parent View, would recommend the school"

OFSTED November 2018

Pupil Voice

Children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. In normal years, at North Kidlington, we encourage pupils to participate in their learning by being present for at least part of review meeting and, depending on their level of maturity, to share their wishes and feelings with families and staff. This is difficult for some children, so it is important to recognise success and achievement as part of the review process as well as addressing any difficulties. We found this was not successful virtually, but will be resumed in the coming year. Where there were specific targets to be discussed with the child however, this was done the following day by the SENCo and class teacher.

Arrangements for Assessing and Reviewing Pupil Progress towards Outcomes

The success of the SEND provision has been evaluated through:

- Monitoring of classroom practice by SENCo, Head Teacher and the senior leadership team



- Analysis of pupil tracking data and test results – for individual pupils – for cohorts
- Monitoring of procedures and practice by the SEND governor
- School self-evaluation
- Pupil progress meetings
- Monitoring the quality of Pupil Profiles and review meetings
- The School Improvement Plan (SIP)

Arrangements for Supporting Pupils Moving between Phases of Education

This year we have welcomed a number of new pupils with a variety of individual needs.

The SENCo, Class Teachers, and Head Teacher liaised over the transfer of pupils from other settings with specific/complex individual needs. Placements were considered carefully in order to meet a child's particular needs. Our usual practice of visiting prior to starting at NKS was not always possible due to COVID restrictions at certain times of the year. However, where needed, the SENCo ensured that a transition plan was set up in collaboration with parents and all other stakeholders.

This year it was necessary to conduct four detailed liaisons with pre-schools to ensure smooth transitions to reception class for pupils (entering this coming year) with complex special educational needs.

The SENCo, Year 6 class teachers and Secondary Representatives met to discuss specific individual needs to help with the transition to Year 7. Internal transfers of pupils with SEND at the end of each year were also carefully planned by the SENCo, Class Teachers, Deputy and Head Teacher. Placements are always assessed in order to meet a child's particular needs.

SEN information has been gathered together and records transferred to the new teacher or school in as short a time as possible to reduce the chance of a delay in continued provision.

Approach to teaching pupils with SEND

Our approach to teaching SEND children, and how we adapt the curriculum and the learning environment of pupils with SEND, is detailed in our SEND Policy, which can be found on the school website.

Additional support for learning that was available for pupils with SEND

During the period of school closure in January, all the EHCP, and most of our high-level SEND children, attended our in-school provision daily. Where this was not possible, individualised work was created and delivered to the child's home. Support (academic and emotional) was also frequently provided to parents on the phone or virtually.

Throughout the year in pupil progress meetings, the SENCo, Head Teacher and class teachers assessed the needs of each cohort and considered the appropriate interventions. These were designed to be impactful and not to retract from the rest of the curriculum. Ideally, interventions are research based and time-limited. Where possible, they have been conducted before and after school to minimise disruption to the curriculum. Catch-up funding has been used to enable this.

Furthermore, during bubble and school closures, children's remote learning needs were taken into account and, in discussion with the SENCo, work was adapted accordingly.

Equal Opportunities for disabled children and parents



Every area of our school is accessible to children and parents with disabilities and we continue to maintain this aspect of our school even without a current need. When we identify a child with a disability, or a child with a disability joins us, we actively seek specialist advice to ensure equal opportunity. For example, children whose writing is impeded by motor skill impairments are provided with a Chrome Book for any extended writing task. This year, two children were also provided with writing slopes.

For a detailed explanation of our provision for disabled students, parents, staff and visitors please refer to our Accessibility and Disability Policy, which can be found on the North Kidlington School website: <http://www.north-kidlington.oxon.sch.uk/school-policies>

Multi-Agency Links and Support

In 2020-21 we have accessed a range of external agencies:

- Educational Psychologist (termly visits + additional where required)
- Communication & Interaction Team
- Speech and Language Therapist
- Sensory Support Service
- CAMHS (Child & Adolescent Mental
- School Health Nursing Team
- Occupational Therapy
- Visual Impairment Service
- Hearing Impairment Service
- Social Care (MASH/CAFAT/Bicester Family Solutions)
- LCSS (Local Community Support Services)
- OCC Admissions Team
- Early Years SEND Team
- Physiotherapy

Staff Development

The school is committed to gaining further expertise in the area of Special Needs education.

2020-2021 training has included:

- SENCo and TA group meetings
- SENCo attendance at partnership meetings
- Dissemination of current relevant documents on SEND
- SEND always has a place on the weekly Staff meeting agenda
- Specialist Safeguarding training/Safeguarding Induction for TAs and volunteers

We look forward to your continued support and know that by working together we can improve the outcomes for ALL the children in our care.

Emilie Fidler
Head Teacher
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Sarah Müldür
Special Educational Needs Coordinator
smul5964@north-kidlington.oxon.sch.uk