

## SEND Information Report 2021

These pages set out information about our provision for children and young people with special educational needs and disability (SEND). They are updated annually.

### About our school

Nettlebed Community School provides for children and young people with a wide range of special educational needs 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

We are a mainstream school.

Our special educational needs co-ordinator (SENCo) is Mrs Bethany Greenwood

She can be contacted on 01491 641328 or via the office email address in the first instance [office.2504@nettlebed.oxon.sch.uk](mailto:office.2504@nettlebed.oxon.sch.uk)

Our governor with responsibility for SEND/inclusion is Amanda Foister

Our SEND policy, equality scheme and accessibility plan can be found on the policy page of the website.

### How do we identify and give extra help to children and young people with SEND?

The school uses 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 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.

Click here to read it:

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

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreneducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationSecondarySchoolsGuidance.pdf>

### How do we work with parents and children/young people?

We will always contact parents if we have a concern that a child or young person may have a special educational need.

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. We do this by termly meetings to discuss the targets set on the Pupil Profile.

There are also opportunities for parents and children to contribute to our policies on SEND and Equality. We do this by school council, pupil/parent questionnaires and informal discussions and observations.

### Adapting the curriculum

We offer a broad and balanced curriculum for all children and young people including those with SEND. Details are published on the school website. The way we adapt this for children with SEND and disabled children is set out in the School Accessibility Plan.

We adapt our provision to the children's needs and provide opportunities for nurture and specific learning interventions. Specific learning interventions include:

- colourful semantics to support SaLT in EYFS and KS1
- Rapid writing and Rapid phonics as well as precision teaching to support phonics needs.
- Sandwell for mathematics interventions
- SHINE reading support





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**Headteacher:** Mrs Bethany Greenwood

- Touch typing for students who need to access a computer more
- Descriptive commentary for Early Years

### What expertise can we offer?

Our SENCo has been a SENCo for many years and worked in education for over 20 years. She has several areas of training and regularly attends a wide range of training. Some recent training has covered working memory and executive function, sensory circuits.

All staff have basic awareness level training in ASD, challenging behaviours, social stories, precision teaching, descriptive commentary, emotional zones of regulation, restorative justice.

We have staff who have received enhanced training in Speech and language interventions, Lego based therapy for communication and interaction needs.

There are also members of staff who have trained at a specialist level in ASD, Clicker, Emotional Literacy Support (ELSA).

Teaching assistants are trained to support the particular needs of the children they work with.

Our SEND governor Amanda Foister

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

- Educational Psychology
- SENSS, who support children with communication and language, sensory needs and physical needs
- Physiotherapy (in partnership with the NHS)
- Occupational Therapy (in partnership with the NHS)
- Speech and Language (in partnership with the NHS)
- Learning mentor
- Child and Adolescent Mental Health Services (CAMHS)
- Therapy services – where applicable and possible
- Early Intervention
- Children's Social Care

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

We always discuss the involvement of specialist SEND services with parents 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 SEN provision is effective?

The progress of all children/young people is tracked throughout the school through our assessment system 'Insight tracking'. Interventions are also monitored and assessed for effectiveness in short term blocks.

In addition for children/young people with SEND we regularly review progress towards agreed outcomes assessing whether the support that's been in place has made a difference and what we need to do next. We evaluate this progress against age related expectations as well as specific programme assessments.

When we run special intervention programmes for groups of children we assess how successful they have been and use that information to decide on how best to run them in the future.

Information about how the governing body evaluate the success of the education that is provided for pupils with SEN is contained in the governors' annual SEN report.

### How are children and young people with SEN helped to access activities outside of the classroom?

All children and young people 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.

There is an expectation that children with SEND will access all school trips where possible and it is safe for all to do so.

There is information about activities and events for disabled children and those with SEN 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:](http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools_Accessibility_Strategy.pdf)

[http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools\\_Accessibility\\_Strategy.pdf](http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools_Accessibility_Strategy.pdf)





## What do we do to support the wellbeing of children/young people with SEND?

All children have the opportunity to share their views through their school council representatives and eco-council representatives. All children also have House Captains and vice-captains with whom they can share information.

We listen to the views of children/young people with SEND by regular sessions with them. All staff are trained in restorative justice and embedding our Diamond Rules as well as our values.

We take bullying very seriously. We help to prevent bullying of children/young people with SEND by including them in all of our PSHE lessons and KiVa lessons. A pupil feedback questionnaire is also used every 2 years to find out pupil ideas.

There is a link governor who has the title 'Pupil Voice' who meets at least 3 times a year with children and reports to governors. There is a pupil box on the playground for those who wish to make their voice heard anonymously and the older children have an email address they can use.

## Joining the school and moving on

We encourage all new children to visit the school before starting. For children/young people with SEND who may be moving to the school we can arrange transition visits and photographs of key adults and key spaces in school.

For those children moving to a new school, we actively seek to create a transition package so the child has an opportunity for a visit and familiar face.

We begin to prepare young people for transition into the next stage of their education or training by encouraging visits and discussing any changes which the child will encounter.

## Who to contact

If you are concerned about your child please make an appointment with the class teacher in the first instance.

If you'd like to feedback, including compliments and complaints about SEND provision please contact Mrs Bethany Greenwood, SENCo. We aim to respond to any complaints within 5 days.

If you'd like impartial advice from Oxfordshire's Parent Partnership Service contact <https://www.oxfordshire.gov.uk/cms/content/contact-parent-partnership>





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**Headteacher:** Mrs Bethany Greenwood

If you'd like to know more about opportunities for children and young people with SEN and their families, support groups or information about SEN 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. Click here to see it:

[SEND: The Local Offer](#)

Our school has contributed to the county's Local Offer through attendance at a training workshop and through trialling of new guidance and systems

