



Folly View
PRIMARY SCHOOL

Folly View Primary SEND Information Report

September 2024

About our School

At Folly View Primary, we truly believe in the potential of every child, and we will do whatever it takes to ensure each child makes exceptional progress. We know that at times, many children find some aspect of school more challenging, whether that be academic, socially, emotionally or behaviourally. All staff at Folly View primary School share a commitment to supporting any child with an additional or special need, be this a short-term problem related to a very small part of the curriculum or school life, or more complex needs.

These may include:

Communication and interaction need - This includes children who have speech language and communication difficulties including autistic spectrum conditions.

Cognition and Learning need - This includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia, and dyscalculia.

Social, Emotional and Mental Health need - This includes children who may need support with emotional well-being and behaviour difficulties.

Sensory and/or Physical need - This includes children who have visual or hearing needs, or a physical disability that affects their learning.

We are a mainstream school with 345 children, 80 of these have a special educational need. (64 children receiving SEN support and 16 with an Education, Health & Care Plan)

About our SENDCo

Our special educational need co-ordinator (SENDCo) is Miss Catherine Jordan. She is a qualified teacher and SENDCo and has a post graduate qualification NASENCo (National award for SENDCo's). She works closely with the Executive Headteacher and Senior Leadership Team to oversee the provision and monitoring of children's learning and progress throughout the school and to support the families of those children with special educational needs.

The SENDCo can be contacted by calling the school office:

Tel: (01367) 240 655

Email: senco@fvp.faringdonlearningtrust.org

Our governor with responsibility for SEND is Emma Ellins.

We also have a Pastoral lead in school, Mrs Sonja Spence. She can also be contacted through the school office

Our SEN policy can be found on the school website or is available from the school office.

Our equality scheme and accessibility plan can be found on the school website or is available from the school office.

How do we identify and give help to children and young people with SEN?

Our school uses the Oxfordshire County Council 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 process.

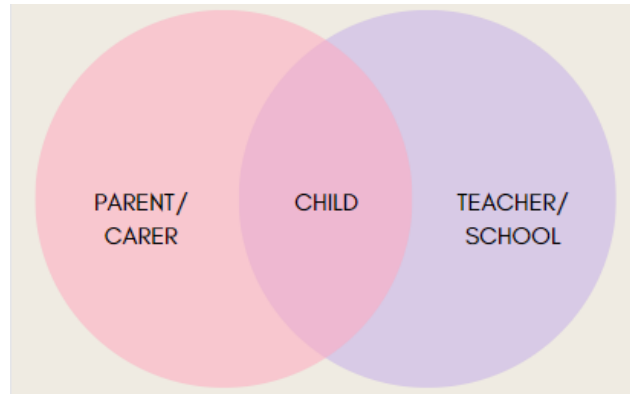
Click on the link here to read it:

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

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

The partnership between school and home is very important to us at Folly View Primary School. We will always contact parents if we have a concern that a child or young person may have a special educational need and no child goes onto the school's special needs register without the full consent of the child's parents or guardian. We work closely with SEN children and their families to agree outcomes and to plan how we will all work together towards these, and then to review progress.





Each child has a pupil profile which outlines the interventions and/or strategies used to support the child's learning.

This document will be shared with parents at an SEN progress meeting at the beginning of term 1 and the end of term 2, 4 and 6. In the term 4 and 6 meetings, the previous pupil profile will be reviewed and then new one shared. This is also an opportunity to discuss the child's progress and any other issues.

Parents are always able to speak to class teachers at the end of the school day regarding any concerns.

There are also opportunities for parents and children to contribute to our policies on SEND. This is often done through pupil interviews and/or pupil and parent questionnaires.

Additional communication may take place via:

- Phone calls and emails through class teachers or directly to the SENDCo
- Notes and comments within the home school diaries
- TAF meetings

Appointments can also be made to see the SENDCo by phoning the school office.



Adapting the curriculum

We offer a broad and balanced curriculum for all children and young people including those with SEN. Please look at the school website for information on the broad and exciting curriculum the children enjoy. Teachers are responsible for the progress of all children and lessons are well differentiated to ensure success and progress for everyone. Resources such as word banks, coloured overlays, writing frames and talking tins are used to increase confidence and enable children to become independent learners.

The school provides many intervention programmes which offer support in addition to the core curriculum to boost and support children's learning. These are usually delivered by a trained TA or class teacher and are monitored by the SENDCo. These interventions may support a particular aspect of learning such as reading and comprehension or numeracy but we also offer social/nurture groups to enable children to develop communication and social skills and increase their self-esteem.

What expertise can we offer?

All our TA's receive regular professional development to keep them up to date with the needs of the children they work under the direction of the class teacher and the SENDCo to undertake and carry out any assessments, interventions etc. Staff training is undertaken in various aspects of SEND according to the needs of the children to ensure that the provision made, and support given to pupils is appropriate and effective. The training needs of staff are reviewed as part of the CPD process in school. Training may take the form of attendance at external courses on conditions such as dyscalculia, dyslexia or autism or is offered through in-house training run by the SENDCO, pastoral lead or other specialists such as our Educational Psychologist, Speech and Language Therapist or a Communication and Interaction Advisory Teacher.

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

- Educational Psychology Service
- Early Intervention Service, Abingdon Hub
- SENSS (Special Educational Needs Support Services), who support children with communication and language, sensory needs, Hearing impairment and physical needs. Teams include, speech and Language therapy, Teacher of the deaf, occupational therapy, SEN ICT and physical disability service.
- Behaviour Support Service
- Children's social services



- Child and Adolescent Mental Health Services (CAMHS)
- OXSIT (Oxfordshire School Inclusion Team)
- Occupational Therapy services

Breakfast club and after school clubs are fully inclusive and available to SEND pupils.

Information about these services and what they offer can be found on the Oxfordshire County Council SEND web pages by clicking on the link below: [SEND strategy, policies and improvement | Oxfordshire County Council](#)

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 children is tracked throughout the school year to ensure the support they are receiving is effective. This data is analysed regularly during termly Pupil Progress meetings with class teachers, the Headteacher and the SENDCo. In addition, for children 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. 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. Every term the SENDCo meets with the SEND Governor. Information about how the governing body evaluate the success of the education that is provided for pupils with SEND is contained in the governors' annual SEND report. You can request a copy from the Office.

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

We have a bright and welcoming learning space where groups of children can receive tailored intervention work, to help them progress in their learning. We also have a nurture room which offers a calm and quiet place for those times when children need to take time out of the busy classroom either to talk or just to take a break. The SENDCo and pastoral lead have an office which also provides a central resource and information point for all the members of staff, as well as a welcoming environment for meetings with parents and external professionals. 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 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>

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

All children have the opportunity to share their views through their school council representatives and we encourage all children to talk to their class teacher if they have a problem. The Pastoral lead works closely with children with emotional or behavioural difficulties to enable them to feel safe and supported in the school environment. Bullying is not tolerated, and procedures followed can be found in our Behaviour Policy which can be found on the school website and is available as a paper copy from the school office.

Nurture groups such as Little Trooper offer valuable times to build children's self-esteem and confidence outside of the academic curriculum. Our pastoral lead also has weekly check-ins with children identified with needing additional support which can be short or long term.

Joining the school and moving on

We encourage all new children to visit the school before starting. For children with SEND a meeting with the SENDCo is recommended. At all times of transition, SEND information is gathered together and records transferred to the new teacher or school. Additional meetings are arranged for those children who may require more than one visit prior to transfer.

Feedback and complaints

At Folly View Primary School we welcome feedback from parents. If a parent or guardian is concerned about SEND provision for their child, initial contact should be made with the class teacher. A meeting will then be arranged, which may include the Head teacher and/or SENDCo, to discuss the concern.

In the event of a formal complaint concerning SEND provision, parents/guardians are advised to contact the Head teacher and follow the Oxfordshire LA procedure in the first instance. If you'd like impartial advice from Oxfordshire's Parent Partnership Service contact:

[Parents and carers | Oxfordshire County Council](#)



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 [Oxfordshire Family Information Service \(OxonFIS\) | Oxfordshire County Council](#)

Oxfordshire's Local Offer contains lots of information for parents. [Oxfordshire SEND local offer | Oxfordshire County Council](#)

In summary

The Governors and staff at Folly View Primary School recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident, independent individuals.

We aim to:

- Celebrate diversity by acknowledging that each child is unique and a valued part of our school community.
- Ensure that our curriculum is accessible and relevant to all children whatever their individual need.
- Promote positive attitudes and individual confidence, ensuring all children experience success.

