Special Educational Needs & Disability Report 2024-25

Contents:

Introduction: SEN&D report - Guide for parents.

Report Sections:
1. What is meant by "Special Educational Needs?"
2. What are our school's admission arrangements for pupils with SEN or disabilities?
3. How does the school identify pupils with SEN and/or disabilities and assess their needs?
4. What are our school's access facilities for pupils with SEND?
5. What happens if my child is not making the same progress as other children?
6. Primary Needs at Standlake Primary School:
7. Support for the children.
8. What resources and equipment are available for a child with identified SEND?
9. What specific intervention programs and resources does this school offer?
10. What specialist expertise does the school have access to?
11. If I have a concern regarding SEND, who do I go to?
12. How is a pupil with SEND monitored to ensure they are making progress?
13. How are parents and pupils involved?
14. What is an Education, Health and Care Plan (EHCP)?
15. How are pupils with SEND helped to access activities outside of the classroom?
16. Statutory testing access arrangements for pupils with SEND.
17. Safeguarding.
18. How do we manage smooth transition for children between years and between settings?
19. SEND budget
20. Exclusions
21. Training this year
22. SEND data
23. What if I have a complaint?
24. Where can I find further information on SEND?

Special Educational Needs and Disability (SEND) Report – Guide for parents:

The Special Educational Needs and Disability Report is organised into 24 sections. Some of the key pieces of information you might want to find quickly are highlighted below as questions. The answers to these questions are at the stated numbered section and a link provided.

What does the term Special Educational Needs mean and what needs does the term cover? Section 1.

What should I do if I think my child has a special educational need? Who should I contact? Section 11.

What should I do if I am worried that my child is not making the same progress as other children? Section 5.

What type of extra support will my child get if they have a SEN or disability? Sections 7&8.

How good is the access into and around the school for children with a physical disability? Sections 4 &15.

What special expertise can the school call on to help support children with SEND? Section 10.

How well do children, with SEN&D, make progress in the school? Section 22.

If I think the school is not meeting the needs of my child who should I contact? Section 23.

SEND report sections:

1. What is meant by "Special Educational Needs?"

A child or young person (CYP) has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them.
A CYP is considered to have a learning difficulty or disability if they:
Have significantly greater difficulty in learning than the majority of others of the same age.

OR

Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age.
(Code of Practice 2014)

Aims:

Standlake Primary School is a fully inclusive school. The Governors and staff of this 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:

- ensure that our curriculum is responsive to all children whatever their individual need.
- promote positive attitudes and individual confidence, ensuring all children experience success.
- identify, assess, record and regularly review pupils' special educational needs.
- encourage parents/guardians to be involved in planning and supporting at all stages of their child's development.
- make effective use of support services

2. What are our school's admission arrangements for pupils with SEN or disabilities?

Standlake Primary School welcomes all children regardless of special needs or disability. Pupils with additional needs may have extra visits before starting school and there will be close liaison with parents to ensure that the correct arrangements are in place.

3. How does the school identify pupils with SEN and/or disabilities and assess their needs?

If we have concerns that a child is finding certain aspects of learning difficult, we will gather all the relevant information to build a clearer picture of their needs.
To help with this, our school is using OCC's new Indicators Toolkit. This tool helps us identify detailed information about a child's progress and any areas where they may need support.
We then use the following documents to plan and provide the right support for each child:

- The Ordinarily Available Toolkit – This offers guidance on the types of support that all mainstream schools in Oxfordshire should provide for children and young people with special educational needs and/or disabilities (SEND).
- The Inclusive Support Series – These are strengths-based tools designed to help identify reasonable adjustments in the classroom. The support meaningful conversations with class teachers about individual pupils and help us develop inclusive teaching practices

The school's SEN policy outlines criteria in detail (Section B2). Ellie Pascoe is the Special Education Needs Co-ordinator (SENCo) at the school and can be contacted on 01865 300454.

The SENCo meets termly with the SEND Governor to discuss SEND provision across the school. SEND is monitored throughout the school by the SENCo who updates the SEND register as necessary and liaises with teachers to plan interventions and to plan effective deployment of teaching assistants. Teaching staff regularly discuss progress with teaching assistants, and this is then discussed at pupil progress meetings. The SENCo and Head teacher analyse data on a termly basis to monitor levels of progress and impact of interventions.

4. What are our school's access facilities for pupils with SEND?
Being an inclusive school is more about a whole school ethos, supported and put into practice by our school, rather than just a statement. We ensure that all children, including those with special educational needs and / or disabilities, receive a broad and balanced curriculum.

As part of our open-door policy, parents can talk to us at any time about any activities that happen at school. Educational visits outside of school including any residential trip are planned and managed with the needs of all children in mind and with close liaison with the agencies that manage these activities.

5. What happens if my child is not making the same progress as other children?
If the school has concerns that a child is finding certain aspects of learning difficult, we will bring together all the information needed to get a more detailed picture of the child's needs. If as a parent, you have concerns then it is always best to discuss any concerns you have about your child with their class teacher. Section 11 *'If I have a concern regarding SEND, who do I go to?* This report outlines the school's procedures for addressing any concerns. The school uses Oxfordshire County Council's "Identifying and Supporting Special Educational Needs" handbook (2014) as a way of helping to identify SEND and determine what level of support should be expected.

This is intended to help all schools have the same approach, wherever they are in Oxfordshire, and covers the four broad areas of SEND:

- Communication and interaction needs *(Including Autistic Spectrum Disorders)*
- Cognition and learning needs *(including specific learning difficulties such as Dyslexia)*
- Social, emotional and mental health needs *(including Attention Deficit Hyperactivity Disorder)*
- Sensory and/or physical needs *(including hearing or visual impairment)*

This tool helps to identify whether pupils are requiring additional support within school and identifies the next steps/intervention which may be suitable for that child to move forward. With discussion with the Class teacher, Special Educational Needs Coordinator (SENCo) and parents it may be felt that a child will be categorised as requiring SEND Support. This means that a child may benefit from specific support within the school or from an external agency. They will be placed on the school's SEND register, which is monitored.

6. Primary Needs at Standlake Primary School

At the end of the academic year, there were 25 pupils from Nursery – Year 6 on the register, 21% of the children on roll. Within Standlake Primary School 4 pupils (3.4%) has a confirmed Education Health Care Plan (EHCP) School are submitting a further 2 Educational Health Care Plan Assessments (EHCNA)

	Number of children	% of SEND Needs within the school
Cognitive and Learning	10	40
Communication and Interaction	13	52%
Social, Emotional and Mental Health	2	8%
Physical Need	-	-

7. Support for the children

We believe that high quality first teaching is essential for all children, including those who have Special Educational Needs, and have robust systems in place to monitor the standards of teaching across the school. All our staff are highly effective at differentiating the curriculum for the needs of all the children in their class. Support staff are available in every year group to assist the teacher in providing the appropriate level of support needed. As well as the high-quality differentiated teaching that our children receive in class, children on the Special Needs register will be working towards specific targets in order to achieve their own individual outcomes. These will be reviewed termly and will include details of specific programmes / interventions that each child is receiving as part of their SEN provision. Both parents and children are involved in the review process with pupil voice holding a vital role in the review.

Our staff are skilled at using a range of teaching strategies which cater for different types of learners.
We are an inclusive school and wherever possible children are taught alongside their peers in clear differentiated groups. Children are taught in a range of groups which include whole class teaching, small group work and individual teaching. Individual support is used where needed, but we try to make all our children independent learners.

We follow the National Curriculum and Foundation Stage Curriculum. Where children need a personalised curriculum, this is planned by class teachers in liaison with the SENCo and, where needed, with relevant outside agencies. This personalised curriculum may be in response to the requirements set out in a child's Individual Education Health Care Plan.

Depending on a child's specific needs, the curriculum may need adapting, or specialist resources and / or equipment may be needed to access this. The school will endeavour to make sure that these adaptations are made and communicated to parents.

The school employs three part time Higher Level Teaching Assistants (HLTA) who can supplement the work of class-based and lunchtime staff to work with children on resolving behaviour issues and/or social issues. We liaise with outside agencies such as the Communication and Interaction team and Speech and Language services, and Educational Psychologists, who suggest suitable resources to help children with significant social and / or communication needs.

Children with an identified Special Educational Need also have their own Pupil Profile. The profile is all about the needs and aspirations of the child and is jointly written by parents, the child, the class teacher and SENCo. Parents are invited by the class teacher to review the profile, to up-date it and review progress towards stated outcomes each term (three times a year). They can ask to see the SENCo, at a separate time or as part of the review with the class teacher.

Children who have an Education Health Care Plan will have these reviewed annually. Parents are invited to this review and comments and thoughts of the child form part of the meeting The child is invited to attend at least part of the meeting if it is appropriate.

8. What resources and equipment are available for a child with identified SEND?
We use a variety of resources to support children with their specific special education need. These include: visual timetables, picture communication cards, feelings scales, specific Literacy and Numeracy intervention resources, timers, ear defenders, specialist chairs and specialised writing equipment.

Pupils have access to IT hardware such as chrome books and tablets to help engage with subjects they find difficult; practice basic skills; become independent learners. Resources and equipment are selected often following recommendation in assessment reports from external professionals. For example, resources recommended by the Communication and Interaction Advisory Teacher. Resources are also selected following SEND training courses where resources are demonstrated or their effective use in other schools has been highlighted. Resources are also shared and recommended with the EPA SENCo group. In this way resources and equipment can be targeted for individual children based on effective use in other settings.

Evaluation of resources is carried out by the class teacher or teaching assistant in terms of its effectiveness in supporting access to learning and progress made with learning. If an external professional has recommended a resource, then the class teacher or SENCo will discuss its effectiveness during the next visit and this will be recorded in note of visit or assessment report.

9. What specific intervention programs and resources does this school offer?

Wave 1 – inclusive quality first teaching for all
Wave 2 – additional interventions to enable pupils to work at age related expectations
Wave 3 – highly personalised interventions
Cognition and Learning

Wave:	Support:	Pupils:
1	QFT: Differentiated I can outcomes, EFF 5 a day, visual aids, modelling, visual timetables, plenaries, TA class support, , group work, positive reinforcement, topic word mats, sound and alphabet mats, coloured overlays/rulers, handwriting pens, pencil grips, concrete maths resources, access to a range of assistive technology (widget, talking tins, chrome books, AI)	All pupils as appropriate
2	Maths/Literacy booster groups, Small Assessments with Sandwells/Sandford, TA support, daily reading with an adult, small group phonic booster, PIXL interventions, ARCH reading	Some Pupils

3	1:1 Phonic support, Precision Teaching, scribe, access arrangements, Educational Psychologist	A few pupils

Communication and Interaction

Wave:	Support:	Pupils:
1	QFT: Flexible teaching arrangements, increased visual aids, visual timetables, seating position, chunking of information and instructions, use of a fiddle toy, wobble cushions	All pupils as appropriate
2	Class support from TA, Colourful Semantics, Language for thinking, Early Years/KS1 Ted talk, Social intervention, Now/Next boards, WELLCOMM toolkit	Some Pupils
3	Speech and Language support from SaLT, TA delivering SaLT targeted activities, input from Communications and Interaction Team, social stories, Lego Therapy, Educational Psychologist.	A few pupils

Social, Emotional & Mental Health Difficulties

Wave:	Support:	Pupils:
1	QFT: School behaviour policy, whole class and class reward systems, class rules/expectations, JIGSAW, Star Awards, visual timetables, positive reinforcement, regular communication with parents, fiddle toy, wobble cushion, zones of regulation, pastoral care, E Safety – addressed at an age appropriate level, Positive Behaviour Policy, workshops from the MHST	All pupils as appropriate
2	Group reward systems, support for unstructured time, social stories, KS2 Talk About Self esteem	Some Pupils
3	Individual behaviour plan or pastoral support plan, Support from the Communication and Interaction Team, 6 stages of Crisis, CAMHS referral, transition support, Educational Psychologist, direct support from the MHST	A few pupils

Standlake Primary School have started a collaboration with the Mental Health Support Team (MHST). The MHST offer:

Early Intervention and Support

- Provide evidence-based support (usually short-term) for mild to moderate mental health issues like anxiety, low mood, or behavioural challenges.
- Offer 1-to-1 and small group interventions, often based on CBT principles or other therapeutic models.

Support to School Staff

- Train teachers and staff to recognise and respond to mental health needs.
- Help schools develop and embed a Whole School Approach to Mental Health and Wellbeing.

Liaison and Coordination

- Act as a link between schools and specialist services (e.g., CAMHS).
- Help pupils and families navigate mental health services when more intensive help is needed.

Sensory and/or Physical:
OT support/Oxfordshire OT 12 week Programme
School Health nurse support for pupils
Annual training for TAs
Fine motor skills
Adaptation of resources or tasks as needed
Writing slopes
Pencil Grips
Use of Laptops
Additional seats / wobble cushions
Sensory Circuits for children who need a tailored movement break

10. What specialist expertise does the school have access to?
There are members of staff within the school with specific expertise in SEND who are trained to support children and deliver particular intervention programmes.
Additionally, the school can draw on the services of a range of external professionals including:

- OXSIT – Oxfordshire Support Inclusion Team: *This is a traded service and the school buys support where necessary.*
- Educational Psychologist: *This is used adhoc*
- Special Educational Needs Support Service (SENSS). *This includes the Physical Disability Team, Visual Impairment Team, Hearing Impairment Team, Communication and Interaction Team.*
- The Integrated Therapies Team. *This includes Physiotherapy, Occupational Therapy and Speech and Language Therapy.*
- School Health Nurse
- CAMHS *(Child and Adolescent Mental Health Service) and the* Mental Health Support Team
- Locality Community Support Service (early intervention team / social services)
- The Early Intervention Hub at Eynsham School (Enhanced Pathway)
- Speech and Language Therapists
- Communication & Interaction Support Service
- Safeguarding: MASH (Multi Agency Safeguarding Hub) ; Child & Family Assessment Team
- Attendance Team
- School Nurse Service
- Health Visitor
- Early Years SEN Team
- Oxfordshire Behaviour and Inclusion Team (BIT) - designed to help mainstream schools effectively support pupils with SEMH (Social, Emotional, and Mental Health) needs and reduce the risk of exclusion
- Specialist Outreach Team - Specialist staff from Oxfordshire's SEND special schools have provided expertise to school staff through leadership development, staff mentoring, and hands-on modelling
- Complex Needs and Down Syndrome Team

Both the school and parents/carers can access a wider array of services by searching through the Local Authority's **Local Offer**. Please follow the web links at the end of this document to access information and support from the local authority.

11. If I have a concern regarding SEND, who do I go to?

If you have any concerns about your child's learning or development, the best first step is to speak with their class teacher. Class teachers are responsible for the learning and progress of all children in their class, including those with special educational needs and/or disabilities (SEND).

Teachers are skilled in adapting and differentiating the curriculum to meet a wide range of needs. They consider different learning styles to help ensure every child can access the curriculum effectively. Grouping arrangements within the classroom are thoughtfully planned to support learning and provide the best possible opportunities for all pupils.

In some cases, the class teacher may consult with the Special Educational Needs Coordinator (SENCo) to discuss a child's needs in more detail. A meeting may then be arranged to explore the best ways to support the child. Parents are welcome to contact the SENCo at any time to raise concerns or ask questions. Our current SENCo is **Mrs Pascoe**, who works in school **three days a week**.

The SENCo is responsible for assessing pupils and ensuring that the right support is in place. She is also trained to lead Team Around the Family (TAF) meetings and works closely with a range of external agencies, as outlined in this report.

12. How is a pupil with SEND monitored to ensure they are making progress?

All pupils on the SEND register have a carefully planned Pupil Profile. This profile outlines:

- Their interests and strengths
- Areas of difficulty
- Strategies used by both the child and adults in class
- Targets that the children will be working towards each term.

These Pupil Profiles are reviewed and updated three times a year in collaboration with both parents and pupils. The rate of progress a pupil makes informs the next steps in their learning journey.

Progress in Reading, Writing, and Maths is rigorously tracked by the class teacher through both formal assessments and ongoing assessment of daily work. Teachers use an online tracking system across the EPA.

The SENCo maintains and monitors a comprehensive school Provision Map, which records all support accessed by pupils. This map is reviewed regularly to ensure:

- Pupils' needs are met
- Resources are deployed effectively
- Support remains relevant and appropriate and interventions are having an impact

The effectiveness of intervention programmes is monitored through regular assessments, and the programmes are continually reviewed for impact.

If a child continues to experience significant difficulties, the school will seek external support or advice, which may include an application for an Education, Health and Care Plan (EHCP) assessment

13. How are parents and pupils involved?

Parents are informed when the school is making special needs provision for a child and are actively involved in decision making regarding SEND. Parents of children with SEND meet with their child's class teacher and teaching assistant three times a year to review and set new Individual Pupil Profile targets drawing on current performance data and

discuss the provision that will be in place for the child. The SENCo attends all initial Pupil Profile meetings.

The views of pupils are important aspect of the type of support they receive and the outcomes that are agreed on. Where possible children have been invited to attend their termly reviews or they were asked to discuss their progress with their teacher before the reviews take place. We are constantly working to give all the children in our care as much involvement as possible in their learning, and to give them choices regarding their learning. Teachers include children's views in any discussion or reviews of the child's progress and needs.

All parents receive regular communication from their child's class teacher, both formally in the mid-year report; at Parents' Meetings in the autumn and summer term; as well as informally via email, phone calls or face-to-face.

14. What is an Education, Health and Care Plan (EHCP)?
Education, Health and Care Plans (EHCPs) are for children and young people with the most complex needs. These plans are coordinated by the Local Authority, with schools working in partnership with parents to develop, review, and implement the provision outlined in the EHCP.

Each pupil with an EHCP has an annual review meeting to discuss their progress and set new targets. Written reports are prepared for this meeting and shared with parents and the Local Authority

15. 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 and young people when planning trips so that everyone is clear about what will happen.

16. Statutory testing access arrangements for pupils with SEND:
The SENCo along with Year 6 class teachers and Year 2 class teachers, may assess particular children if it is felt that they may qualify for additional time in their end of year SATs. Some pupils for statutory tests (Year 2 and 6) access them in a smaller environment and support for reading in tests or writing for pupils may be requested. (as appropriate and complying with test guidelines)
The school adheres to the current access arrangements for Key Stage 1 Key Stage 2 statutory tests.

17. Safeguarding:
All staff undergo safeguarding training which is refreshed every 3 years. Pupils are listened to and the overwhelming majority tell us that they feel safe at school. Leaders and staff work effectively with external partners to support pupils who are at risk or who are known to be vulnerable.

Penny McCarthy (Headteacher) is the named Designated Safeguarding Lead. Ellie Pascoe (SENCo) is the Deputy Safeguarding Lead and are both responsible for Safeguarding issues that arise in school. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation; all staff meeting agendas includes an item to give staff the opportunity to raise any safeguarding concerns. Policies and procedures are in place within the school to deal effectively with any safeguarding issues. Staff attend regular ESAT Safeguarding conferences to keep up to date with

All staff, governors and regular volunteers receive Safeguarding training when they start at Standlake Primary School and then every three years. All staff, governors and regular volunteers undergo enhanced checks by the government Disclose and Barring Service (DBS). All Early Years staff and staff working with Foundation Stage children completed documentation in relation to the updated DfE Disqualification by Association guidance. (February 2015)

18. How do we manage smooth transition between years and between settings?

Early Years Transition

The SENCo and EYFS Lead will attend transition meetings for pupils with SEN making the transition from pre-school/nursery to reception. The class teacher will visit the child in their early years setting. Parents are invited to attend a pre-admission meeting and children will be offered a settling in session. Any external professionals involved with supporting the child will also be asked to attend these meetings.

Moving on from Year 6

There are three transitional days over the course of the year for Year 6 to attend their feeder secondary school (Bartholomew) and other schools in the area.

Additional visits to the secondary school may be arranged for identified pupils if necessary. Key staff from secondary school will visit children in Year 6. In addition, the SENCo may attends end of year pupil profile meetings to meet parents of children with SEND, introduce themselves to the pupils and have a handover of paperwork/needs. There is a visit to Year 6 from the Head of Year 7 at Bartholomew in the summer term. SENSS C&I offer a transition package to children who need some extra support for transition. The SENCO at the secondary schools is invited to attend all Year 5 transfer reviews and Annual Reviews held in Year 6.

Moving Schools:

If your child is moving to another school, we will:

- Contact the new school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- Make sure that all records about your child are passed on as soon as possible.
- Make a transition book/social story for them if we feel it will help to prepare a one-page profile for the new school. 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

Moving Classes:

A hand over meeting will take place between the present and the new teacher.
Transition visits to new classes are planned in the second half of the summer term. Identified pupils have a number of additional visits to the new class.

Social stories and transition books for children who would benefit, including photographs of the new classroom and learning area, and photos of the new class teacher and TA. These can then be taken home over the summer holiday to reduce anxiety leading up to September. The SENCo can also arrange for parents and their child to visit the school before the start of a new school year (usually during the staff Inset day in September) to also help reduce anxieties.

Curriculum overviews are provided at the beginning of term which provides information about arrangements for such things as homework, the curriculum topics and reading expectations.

19. SEND budget:
Government funding to school is based on three factors:

i) Core Education Funding the AWPU (Age Weighted Pupil Unit) – This is dependent on the total number of pupils in a school. Each pupil (both with and without SEND) is provided with a certain amount of funding to meet their educational needs.

ii) Additional Support Funding (ASF)
On top of the core education funding, schools are given an additional amount of funding to meet the special educational provision of pupils with SEND. This funding comes from a particular funding stream called either the designated schools grant or schools block. This funding forms part of a school's 'notional SEN budget'. Currently, the government suggests that a school should use their notional SEN budget to fund up to £6,000 worth of special educational provision for a pupil with SEND. This is an average figure, as not all pupils with SEN require special educational provision 9 beyond the amount of £6,000. It should heavily depend on the individual needs of each pupil with SEN. Additional support funding is used for pupils requiring special educational provision, including, for example, the commissioning of external experts such as therapists to attend a school and provide support.

iii) Top up Funding If a school requires funding that goes beyond the maximum £6,000 to provide a pupil's special educational provision, then depending on the assessed needs of the pupil concerned, the school will make an application to the LA for additional funding to support the needs of an individual child.

What was our SEND budget last year (2024 - 2025) and how was it spent?
As a school we prioritise spending to support the needs of our children who have additional educational needs, disabilities and those who are at risk of underachieving. During 2024 – 2025 we spent in excess of £234,000 on educational support staff to prioritise the needs of all children including those with special needs and disabilities; to purchase resources including; additional equipment to support children with physical disabilities. We also used the money to access support from outside agencies, including input from an Educational Psychologist. In 2025 – 26 the SENCo has 3 day a week to carry out her duties. This time is used to meet with parents, monitoring the teaching and learning of pupils with SEND in classrooms, monitor the progress of children with SEND, meet with external professionals, support and advise class teachers, carry out observations and assessments of individual pupils and maintain statutory records.

Attendance of SEN Pupils:	School Attendance Figure 2022 - 2023	School Attendance Figure 2023 - 2024	School Attendance Figure 2024 - 2025
All pupils	95%	96%	96%
SEN	94%	92%	92%
Pupil Premium	95%	96%	94%

20. Exclusions:

There were 5 exclusions in the academic year 2024 - 25

21. Training this year for staff

- Lego Therapy Training
- Role of the Teaching Assistant and Rosenshein's Principles
- PACT training for EYFS staff
- Widget training Assistive technology training
- Comic Strip training -SENCO
- Provision Map training
- Mastering Number
- Senior Mental Health Training -SENCO

We have some visits from our Communication and Interaction (C&I) advisor who provides support for teachers and TAs such managing anxiety, developing children's memory and listening skills.

The school has one ARCh volunteer who completed a reading program with children in Year 6 last academic year.

The Early Years team have completed Language Lead training to support Nursery and Reception children with speech and language development. All Reception and Nursery children have had consistent support with Wellcomm to support their Communication and Language needs.

The EYFS team have also had visits from the Specialist Outreach Team to support

Where it is considered necessary, teaching assistants may support children with SEND by delivering specialised programmes outside the classroom, or by providing small group support in the classroom. Interventions are planned by the teacher after discussion with the SENCo; the majority of support is provided in Maths, English and behaviour support.

22. Impact of Interventions

How do we evaluate the effectiveness of our provision and what has been the impact?
Reviewing children's academic outcomes, as well as the outcomes set on children's individual pupil profiles enable the school and parents to see how well our children achieve academically and socially. Parents contribute very directly to pupil profiles with their views recorded and we record pupil voice through a questionnaire.

We evaluate the effectiveness of additional provision for children using the provision map in order to improve future outcomes. Senior Leadership Team regularly reviews the provision and achievements for our children with SEND to ensure the best outcomes for children and families. Provision, additional resources and teaching and outcomes are reassessed regularly to ensure they are making good progress.

Strategies that we have in place to support whole class teaching include: working walls, scaffolding, timely marking with time given for children to respond, differentiated tasks linked to learning objectives, visual timetables, social stories, coloured overlays, dyslexia friendly reading books, alphabet and phonics mats and concrete maths resources.

This year the following interventions have taken place to support our pupils with SEND:

Year group	*Intervention*	*Impact*
Foundation Stage	Fine motor support Speech and Language - WellComm Zones of Regulation Additional phonics and 1:1 daily reading	92% of children reached GLD. All children were screened using WellComm and interventions put in place. Daily fine motor interventions 25% achieved above in reading 17% ac achieved above in maths
Year 1	Booster phonics sessions Speech and Language ELSA	79% children achieved ARE or above in Reading ,Writing and Maths combined 26% achieved Greater Depth in all subjects combined 63% achieved Greater Depth in maths 79% pupils passed the Phonics screening
Year 2	Booster Phonic sessions Speech and Language ELSA	At the end of KS1 86% children achieved ARE or above in Reading, Writing and Maths combined 57% achieved Greater Depth in Reading 43% achieved Greater Depth in Maths 29% achieved Greater Depth in all subjects combined
Year 3	Speech and Language Pixl Therapies (Reading and Maths) ELSA	71% of children achieved ARE or above in Reading, Writing and Maths combined 47% achieved Greater Depth Reading 24% achieved Greater Depth in Maths
Year 4	Pixl Therapies Speech and Language Language for Thinking ELSA	67% children achieved ARE or above in Reading, Writing and Maths combined 33% achieved Greater Depth in writing
Year 5	Pixl Therapies ELSA	77% of children achieved ARE or above in Reading, Writing and Maths combined 15% of pupils achieved Greater Depth in all subjects

		38% achieved Greater Depth in Reading 23% achieved Greater Depth in Writing 31% achieved Greater Depth in Maths
Year 6	PiXL Therapies ELSA	48% of children achieved ARE or above in Reading, Writing and Maths combined

Attainment

Section 22: SEND Data				
Attainment at the end of KS1 (Yr 2 Data): At or exceeding expected level	**SEND attainment July 25**	**Non SEND attainment July 25**	**SEND attainment July 24**	**Non SEND attainment July 24**
English: Reading	50%	100%	100%	59%
English: Writing	50%	100%	100%	59%
Maths	50%	100%	100%	65%

Attainment at the end of KS2 (Yr 6 Data) At or exceeding expected level	**SEND Attainment July 2025**	**Non SEND attainment July 2025**	**SEND Attainment July 2024**	**Non SEND attainment July 2024**
English: Reading	14%	100%	43%	100%
English: Writing	28%	100%	43%	100%
Maths	28%	100%	43%	100%

23. What if I have a complaint?

If you are concerned with your child's progress, or you have any concerns regarding your child's education, your first step should be to talk directly to your child's class teacher about your concerns. If your concern is not resolved by the teacher, you should then ask for a meeting with the SENCO, Ellie Pascoe who will do her best to help resolve the issue. If this still does not resolve the issue, you may choose to make a formal complaint by putting it in writing addressed to the Headteacher. The school's Complaints Procedure is available on the school website and a hard copy can be obtained from the school office.

24. Where can I find further information on SEND?
Our SEND Policy can be downloaded or read online via our school website:

If you are unable to access our website or would prefer a hard copy of the Policy, please contact the school office.

Useful web links

- Oxfordshire County Council's guidance "Identifying and Supporting Special Educational Needs in Oxfordshire Schools and Settings" may be found at:
- **https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreneducationandfamilies/educationandlearning/specialeducational/SEND/CompilationFoundationYearsandPrimary.pdf**
- Oxfordshire's Local Offer contains lots of information for parents. Click here to see it:
- **https://www.oxfordshire.gov.uk/cms/taxonomy/term/278**
- For information about a range of specialist support services go to the Oxfordshire Count Council SEN web pages at:
- **https://www.oxfordshire.gov.uk/cms/public-site/support-services-send**

If you would 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**
- **https://www.ipsea.org.uk/**

If you'd like impartial advice from Oxfordshire's Parent Partnership Service contact:

- **https://www.oxfordshire.gov.uk/cms/content/contact-parent-partnership**

  SENDIASS Oxfordshire offers informed and impartial support to parents/carers of children with SEN and/or disabilities, and children and young people with SEND. They can be contact by:
  Telephone: 01865 810516
  Text: 07786 524294
  Email: sendiass@oxfordshire.gov.uk