Special Educational Needs Information Report 2025-26

The aim of this report is to provide more detail about how we implement our Special Educational Needs (SEND) Policy in our school. It aims to explain how support for pupils with SEND works in our school.
This report should be read in conjunction with our SEND Policy, which is available on our school website.

> At Carterton Primary School, we recognise that every child is individual but equally precious, unique and of infinite value. We understand that all children come to school with a variety of strengths, experiences and needs. Our motto is 'growing together' and our school values, which underpin the learning behaviours of all our children, are; Respect, Determination and Aspiration.

This report outlines our provision for children and young people with Special Educational Needs and Disabilities (SEND). It is updated annually.

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1. The types of Special Educational Needs we provide for

Our school provides for pupils with needs over the 4 broad areas of SEND outlined in the SEN Code of Practice: communication and interaction; cognition and learning; social, emotional and mental health; sensory / physical needs.

2. How we identify pupils with SEND

We strive to identify a child's needs by first getting to know them as an individual. Staff work hard to find out about a child's strengths, interests and get to know how they learn best, as this allows us to support them to achieve.
The school uses the Oxfordshire Guidance for Special Educational Needs (SEN) Support (September 2020) which 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.
This guidance is available at the following link:
https://www.oxfordshire.gov.uk/sites/default/files/file/specialeducational-needs/Schools_SEN_guidance.pdf

IDENTIFICATION, ASSESSMENT AND REVIEW

The SEND Code of Practice (2014) outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated

curriculum and strategies.
The Code recognises two levels of provision of SEND: SEND support and an EHCP.
The school uses the Pupil Profiles to maintain information about the identification, assessment and provision for each pupil.
Where concern is expressed that a pupil may have SEND, the class teacher and support staff take early action to assess and address the difficulties. The Oxfordshire Guidance plus a range of other assessment information and observations are used to decide whether the pupil needs SEND provision.

Categories of Special Educational Need

The SEND Code of Practice recognises four broad areas of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and/or Physical. Oxfordshire subdivides these into eight categories of need (as set out in the Oxfordshire Guidance):

Communication and interaction needs
Autistic spectrum disorder (ASD)
Cognition and learning
Specific learning difficulties e.g. Dyslexia
SEMH Social, emotional and mental health difficulties
Sensory and/or physical, hearing,
Visual
Physical

Levels of Provision

SEND Support
If a pupil has not made sufficient progress with quality first teaching and it is deemed that they need SEND support, a process of assessment, planning and review is set in place. This will also include an initial meeting with parents. Outside agencies may also be involved. This could be one of a range of LA or Health Services professionals. They may undertake more specialised assessment and/or observe the pupil. Parental permission is always sought for a formal referral to any external service. Parents are encouraged to attend reviews and to play a full part throughout the process.

Education, Health and Care Plan
Only a very small proportion of pupils require an EHCP. These pupils are likely to have severe or complex needs that require more specialist advice and support. When the school applies to the Education Authority for an EHC needs assessment the needs of the pupil are assessed by a panel, using detailed input from home, school and appropriate specialists. If an EHCP is given it details the outcomes and amount of support to be put in place.

The EHCP is reviewed annually by all involved in the pupil's support and amended according to changing needs. Within school, the class teacher, together with the SENCo and any outside agencies involved, take lead responsibility for planning the support that is put in place and that will reflect the outcome of the EHCP and the advice from outside agencies. The support is reviewed in line with the school review cycle (see below).

Parents are encouraged to attend reviews and to play a full part throughout the process.
Review. Reviews of SEND pupils are normally carried out three times per year. Parents and pupils should be fully involved. Both will be asked to make their comments in writing where possible.

Annual Reviews
For pupils with an EHC plan, an Annual Review Meeting has to be held. At this meeting, consideration is given to whether the EHC Plan should continue, and whether provision/strategies should be

maintained or amended. It may set new long-term outcomes. Annual Reviews are normally held during the school day. All relevant professionals, including those who contributed to the original statement, are invited to attend or submit a written report**.**

CURRICULUM ACCESS AND INCLUSION
Pupils are grouped in classes according to age. As there is a wide range of ability in each class, all staff provide a differentiated curriculum suitable for all the pupils, to ensure access at all levels.
Any pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a pupil sensitively, to work individually with a TA in order to acquire, reinforce or extend skills more effectively.

Interventions are normally time-limited and criteria for inclusion in such programmes are clearly specified.

Provision for pupils with SEND is intended to enable them to make the greatest possible progress in the context of the National Curriculum and in their personal development.

Children are assessed at the start and the end of each intervention to show the progress and impact that the work has had and either then remove the child from the SEN register if they are attaining at the same level as their peers or continue with an intervention programme with an different target.

3. How we work with parents and carers

We will always contact parents if we have a concern that a pupil may have a special educational need. We will initially have informal discussions to share our concerns and, if a child continues to struggle to make progress after being provided with additional support, will hold further meetings to discuss next steps. 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 holding meetings 3 times a year, at the start of the year, and then typically in December and June, use of a home/school diary; scheduled phone calls, letters and notes home; drop-in sessions for parents, Inclusion support meetings, Strengths and Needs Assessments and Team Around the Family meetings. These meetings are held at times which best suit parents, to make them as convenient as possible. There are also opportunities for parents and children to contribute to our policies on SEND and Equality through various parent surveys and pupil voice groups throughout the year

4. How we involve children

We strive to involve children in making decisions about their education as fully as possible, taking into account their age and levels of cognition. We recognise no two children are the same and so make decisions about the best way to go about this on a case-by-case basis. Some of the ways children may be involved include: attending review meetings to discuss their progress, discussing their views with a member of staff who can use these to represent them in a meeting, completing a survey to share their views.

5. How we support pupils with SEND

We offer a broad and balanced curriculum for all children and young people including those with SEND. Details are published on the school website. Some of the ways in which we adapt this for children with SEND is set out in the School Accessibility Plan, available here: Accessibility Plan This particularly covers information about how we might adapt our provision or curriculum for children with physical disabilities.

At Carterton Primary School, we believe that Quality First Teaching ensures the best possible provision for learners. We work hard to ensure the best quality teaching and learning allows all children to achieve their full potential. Adult support is targeted in each lesson to meet the needs of all learners. Intervention and targeted

group work takes place each day to ensure children are successful and fully supported to access future learning.

Specific support for pupils with SEND varies depending on areas of individual needs, but might include **:

- Use of individual, pair and small group activities to teach specific skills;
- Access to suitable individual or small group intervention programs.
- More bespoke intervention and support based around the principles of 'keep up, not catch up' where a need might be less significant;
- Models, images and multisensory resources to promote understanding;
- Adaptions needed to the physical environment – including through the provision of different types of equipment - to help a child access their learning as fully as possible.

6. How we assess and review pupils' progress towards their outcomes

We measure children's progress in learning against expectations for the end of each year group, as set out in the National Curriculum. Class teachers continually assess all children, identifying areas where they are improving and where further support is needed. Areas of specific concern are noted and followed up in discussion with the SENCo, phase leader or headteacher.

We track progress through assessments a number of times a year using a variety of methods including ** against the Early Years Foundation Stage Profile and other end of Key Stage statements; through standardised tests; using other published materials (such as those from NFER and White Rose), and through discussion and observation of pupils and their work. Add in any further relevant detail.

Interventions and support are co-ordinated by the SENCo on a whole-school provision map to ensure effective use of time, resources and expertise. This is revisited and updated each term (three times a year), with interventions ceasing where children have met targets, or being replanned where these have not been met. Our SENCo works strategically to evaluate the effectiveness of any intervention programmes used in school, assessing how successful they have been and using that information to decide on how best to run them in the future.

7. The SEND training and expertise of our staff

Our SENCo holds a BEd Honours degree in Primary Education and NASENCo Award. She works with teachers, teaching assistants and outside agencies to organise and oversee provision for children with special educational needs (SEND). We aim to ensure that all of our teachers are experienced in making adjustments to meet the needs of individual children. Our teaching assistants (TAs) have a wide range of experience and expertise in the different areas of SEND and the type of assessment and interventions we use.

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

- An Educational Psychologist;
- Complex Needs service
- Child and Adolescent Mental Health Services (CAMHS);
- Communication and interaction advisory team;
- Therapy services (Speech Therapy, Occupational Therapy and Physiotherapy);
- SEN/ICT (Assistive Technology) for children who require alternative methods of recording;
- Children's Social Care

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages: https://www.oxfordshire.gov.uk/search?search_api_fulltext=send

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.

8. How we support pupils with SEND more widely

8a. Activities outside the classroom

All children and young people are included in activities and trips, following risk assessments where needed, 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 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: https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/schoolsaccessibilitystrategy.pdf

8b. Mental Health and wellbeing

We pay careful attention to the wellbeing of all our pupils, including those with SEND. We are deeply committed to nurturing the wellbeing of every pupil, with particular care for those with Special Educational Needs and Disabilities (SEND). Our inclusive approach ensures that all children feel valued, supported, and empowered to thrive. We tailor strategies to meet individual needs, offering personalised guidance, safe spaces, and close collaboration with families and specialists. Staff are trained to recognise and respond to emotional, social, and learning challenges, fostering a warm and understanding environment. By promoting empathy, resilience, and belonging, we create a school culture where every child, regardless of ability, is given the opportunity to flourish academically and personally.

Wellbeing support strategies include:

- Whole-School Approach

Create a positive school ethos that promotes respect, inclusion, and psychological safety.

Embed mental health into policies and practices, including behaviour, safeguarding, and SEND support.

- Curriculum & Teaching

Integrate mental health education into PSHE lessons to build emotional literacy and resilience.

Use age-appropriate resources to teach children how to recognise and manage emotions.

Promote social and emotional learning (SEL) through structured activities and classroom discussions.

- Targeted Support

Identify at-risk pupils early using observation, wellbeing surveys, or staff referrals.

Provide tailored interventions, such as mentoring, or small group work.

Refer to external services like CAMHS or local mental health charities when needed.

- Staff Development & Wellbeing

Train all staff to recognise signs of mental distress and respond appropriately.

Support staff wellbeing through initiatives like the Education Staff Wellbeing Charter.

Encourage peer support networks for mental health leads and teaching staff.

- Family & Community Engagement

Involve parents and carers in conversations about their child's mental health.

Share resources and guidance to help families support wellbeing at home.

Collaborate with local authorities and voluntary organisations to expand support options.

- Mental Health Support Teams (MHSTs)

MHSTs work in schools to deliver early interventions, advise staff, and liaise with external services.

They include education mental health practitioners who support pupils with mild to moderate needs

See also our anti-bullying policy, available on our school website: CPS Anti-bullying Policy

9. How we support transition between phases of education

We encourage all new children to visit the school before starting. For children with SEND we offer extra transition meetings and plan the transition process very carefully in discussion with the child, family and professionals.

Carterton Primary School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with SEND, in accordance with the LA admissions policy.

If a parent wishes to have mainstream provision for a child with an EHC Plan the LA must provide a place unless this is incompatible with the efficient education of other pupils, and there are no reasonable steps that can be taken to prevent the incompatibility.

At the end of the primary phase, we liaise frequently with secondary schools and offer extra transition visits for children who may require more support. We also run nurture groups to support children who may be worried about the transition to secondary school. Detailed reports are given to feeder schools and conversations are planned for with staff from the secondary schools to ensure they know the needs of the children moving to their school. Children get a chance to meet the key staff from their secondary schools before their transition visits.

As children transition through the school, meetings with current and subsequent teachers are planned to ensure continuity and awareness of needs.

10. How we go about evaluating the effectiveness of our SEND provision

At our school, we use a multi-faceted approach to evaluate the effectiveness of our SEND provision. This ensures a continual cycle of review, reflection, and improvement, placing the needs of pupils with SEND at the heart of our provision.

Whole-School Approach to Evaluation:

Self-evaluation and monitoring:

Regular self-evaluation takes place through learning walks, book looks, planning scrutiny, and data reviews, led by the SENDCo and SLT. SEND is a standing item in line management meetings to ensure ongoing attention to outcomes and provision.

Use of data to monitor progress:

We rigorously track the progress of pupils with SEND using both qualitative and quantitative data. Termly assessments are analysed for attainment and progress compared to individual targets and national expectations. Intervention impact is monitored and adjusted accordingly.

Pupil voice and parent/carer feedback:

We regularly seek feedback from pupils with SEND and their families through structured pupil voice sessions, annual reviews, and informal conversations. This helps us understand the lived experiences of children and adapt our approach where needed.

Use of external tools (e.g. Evaluate My School):

We utilise 'Evaluate My School' to audit our SEND provision against the SEND Code of Practice and national best practice. This provides us with a detailed overview of strengths and areas for development and informs our action planning.

Working with external agencies:

Input from external professionals such as Educational Psychologists, Speech and Language Therapists, and Behaviour Support Services is key in evaluating and adapting our provision. Reports and recommendations are incorporated into provision planning and regularly reviewed.

SEND Governor and Leadership Involvement:

SEND Governor engagement:

The SENDCo meets termly with the SEND Governor to review current provision, discuss priorities, and evaluate impact. The Governor is actively involved in strategic planning and ensures that SEND remains a priority at a governance level.

SLT collaboration:

Evaluating SEND provision is a shared responsibility. SLT members meet with the SENDCo to review progress of pupils with SEND and align support with wider school development plans. This collaborative approach ensures SEND is not siloed but integrated into whole-school priorities.

Strengths Identified (through self-evaluation and monitoring):

Strong commitment to inclusion from all staff.

Clear tracking systems and intervention review processes.

Positive relationships with parents and external agencies.

Pupil voice is routinely gathered and acted upon.

Areas for Development:

Further embed adaptive teaching strategies in all classrooms to ensure consistency.

Increase opportunities for staff CPD focused on emerging SEND needs (e.g. neurodiversity, SEMH).

Develop a more robust system to evaluate long-term impact of interventions beyond academic data (e.g. attendance, wellbeing).

Impact:

Increased progress rates for pupils with SEND in reading and maths (tracked termly).

Improved pupil wellbeing as evidenced through pupil voice and behaviour data.

Higher levels of parental confidence in SEND provision (parent survey feedback).

Better-informed staff practice due to SEND-focused CPD and resource development.

11. What to do if you have a complaint about SEND provision

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. For a problem that might need time to explore fully, parents/carers are advised to make a mutually convenient appointment with the class teacher. Anyone who is not satisfied with the teacher's comments, should ask to speak to the SENCo.

In the event of a formal complaint about SEND provision, the arrangements outlined in the Ridgeway Education Trust Complaint Policy, available on the school website, should be followed.

The Oxfordshire Special Educational Needs and Disability Information, Advice and Support Service, SENDIASS, is able to offer advice where parents / carers have concerns about SEND provision. They can be contacted through their website (www.sendiass-oxfordshire.org.uk/) or by phone on 01865 810516.

12. More information

Any concerns should be addressed with your child's class teacher in the first instance. If it is decided further action is required, the class teacher will have a discussion with the SENCo, and there will then be a further conversation with parents to discuss the next steps. ** An appointment can be made with the SENCo by....

SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) offers impartial information, advice and support to parents of children and young people with SEND. Find out more by visiting: SENDIASS Oxfordshire – Provide Support to people with SENs in Oxfordshire

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. It is available at the following link:

https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer