



## Special Educational Needs Information Report 2025-2026

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 Sutton Courtenay CofE Primary School, we celebrate each child's uniqueness and place them at the heart of everything we do. Our dedicated staff nurture warm, trusting relationships that allow every child to flourish. We embrace our core values of being 'Ready, Respectful, and Responsible', guiding our interactions and vision for teaching and learning. We encourage children to 'Love Life, Love Learning, and Love One Another'. Our goal is to raise wise and compassionate young people who can make a difference in their communities. We emphasise the importance of being and doing your best, understanding that leadership starts with oneself. Inspired by Matthew 7:25, we provide a solid foundation of knowledge and humanity through our thoughtfully crafted curriculum and core values.

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

| Key contacts:         | Name           | Contact details  |
|-----------------------|----------------|--|
| SENDCo                | Laura Sykes    | senco@sutton-courtenay.school  |
| Headteacher           | Raluca Chende  | headteacher@sutton-courtenay.school  |
| SEND Link Governor    | Liz Moth Jones | Emothjones_gov@sutton-courtenay.school   |
| Link Trustee for SEND | Rita Atkinson  | <a href="mailto:governance@ridgewayeducation.com">governance@ridgewayeducation.com</a> |

## **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/special-educational-needs/Schools\\_SEN\\_guidance.pdf](https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/Schools_SEN_guidance.pdf)

When a teacher or parent raises initial concerns about a child's progress, the SENDCo is notified, who looks information from both school, home and any medical reports. Parents are invited into school for a meeting and screening tools are used using the Oxfordshire guidance. If it is decided that a child meets the criteria to go on the SEN register, parents are informed. In some instances, there is a period of continued monitoring, to track & observe the child, before a decision is made.

If it is felt that a child has made sufficient progress and is no longer experiencing barriers to learning they will be removed from the SEND register and parents /carers will be informed.

## **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 termly SEND parent evening meetings, use of a home/school diary; scheduled phone calls, letters & emails home; drop-in sessions for parents, Inclusion support meetings, Strengths and Needs Assessments and Team Around the Family meetings.

SEND review meetings occur 3 times a year, where parents/carers are invited to meet with the class teacher to discuss their child's progress and next steps. A SEND Pupil Profile will be shared with the parent which outlines in class support techniques and interventions put in place to support the child. Teachers will devise and share planned SMART (Small, Measurable, Achievable, Relevant, Time restricted) outcomes that they are working towards with the child. These outcomes will also be shared with the child to ensure that they themselves

understand what is expected of them. It is important that both children and parents/ carers review these outcomes too so that achievement is celebrated.

#### **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 recognize 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 Pupil Voice questionnaire 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-policy-and-plan-sutton-courtenay-primary-june-2025.pdf](#). This particularly covers information about how we might adapt our provision or curriculum for children with physical disabilities.

At Sutton Courtenay CofE 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 such as
- 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; adapted seating e.g. Workstations/Calming Corners
- Sensory regulation breaks
- Now /Next Boards-Visual timetables
- Access to quieter learning areas e.g. Nursery Quiet Garden

#### **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. Further progress of Children with SEND is monitored

using Individual Pupil Trackers, where all additional support provision is listed & monitored for its impact. This enables regular review of 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 & the use of standardised tests.

Interventions and support are coordinated 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 the National Award for Special Educational Needs & Disabilities co-ordination qualification from Oxford Brookes University. 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 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
- SENSS Downs Syndrome & 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
- Locality & Community Support Service-LCSS
- Behaviour & Inclusion Service
- Mulberry Bush SEN outreach
- The Virtual School

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](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.

The SENDCO has attended training on:

- Autistic Spectrum Condition
- Attention Deficit Disorder (ADHD)
- Dyslexia & Reading Difficulties

- Developmental Co-ordination Disorder (Dyspraxia)
- Attachment Awareness & Trauma
- Understanding, Preventing & De-escalating Behaviour
- Team Teach
- Supporting the needs of Young Carers
- Independent Learning Strategies
- Fischer Family Trust Literacy Interventions- Hi-Five, FFT Wave 3, Write Away
- Dyscalculia & supporting learners with Maths difficulties
- Reciprocal Reading
- Supporting 'Children we Care For
- Mental Health Awareness & Support
- Strengths & Needs Assessments
- Safeguarding
- Supporting Pupils with EAL
- Supporting Pupils with Speech, Language & Communication
- Down's Syndrome

As part of her role, the SENDCo cascades & leads training to Teachers & Teaching Assistants through fortnightly TA meetings and termly Teacher meetings. Quality first teaching and a graduated approach to SEND are embedded throughout our provision to include adaptive teaching approaches and learning arrangements. Some members of staff have been trained by professionals to work with children with specific learning needs – this includes carrying out personalised programmes to support children with difficulties in motor control, speech, language and communication, social interaction and with emotions and behaviour. We have staff who have received enhanced training on Early Years SEN, supporting Communication & Interaction.

## **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. Our SENDCO has attended the DfE Mental Health Lead training. We use a Relational Approach and prioritise building strong, positive relationships between staff, students, and families, viewing these connections as fundamental to learning, well-being, and positive behavior. Additional mental health support can be accessed through the Mental Health in Schools Team and links to CAMHS (Child & Adolescent Mental Health Services.). We have a Pastoral Lead Teaching Assistant who runs 'Beehive Buddies' following the Mulberry Bush Social & Emotional Curriculum. School assemblies, a focus on our school values & our PSHE curriculum further promote positive mental health.

See also our anti-bullying policy, available on our school website: [anti-bullying-policy-reviewed-may-2024.pdf](#)

## **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 visits. We plan the transition process very carefully in discussion with the child, family, and professionals. We may complete a 'Nursery New Starter Risk Assessment'. This is a chance to ask parents and observe the child, to see where they are developmentally and what previous experience of settings/childcare they have had. This is also an opportunity to ask if they are currently under the care of paediatrician, SALT/HV etc. Depending on the outcome of the observation & discussion, we offer play and stay sessions with a parent present, building up the child's experience at nursery and then make arrangements for the necessary additional support if it was required.

In Reception the children from nursery spend one afternoon a week each in Reception as part of their transition. All children come for the whole school transition day. Parents are invited to attend a Reception Evening, where they receive information on what to expect including Forest School.

In September the children have a staggered start (half days in the first week) so that we can go for home visits in the afternoon. Home visits give us an opportunity to find out more about a child's family, have a feel of the home environment that they are coming from and give parents an opportunity to share their anxieties of starting school as well as ask questions. All the parents who came to the Reception Evening are given a Welcome Pack for EYFS 2025-26.

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**

The progress of all children is tracked throughout the school through standardised assessments and observations, recorded on Individual Pupil Trackers, where all additional support provision is listed & monitored for its impact. This enables regular review of progress towards agreed outcomes assessing whether the support that's been in place has made a difference and what we need to do next.

Further to this, progress of Children with SEND is monitored using Individual Pupil Trackers, where all additional support provision is listed & monitored for its impact. This enables regular review of 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 & the use of standardised tests. The use of these assessments helps to measure this valid progress. 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 evaluates the success of the education that is provided for pupils with SEND is contained in the governors' annual SEND report. You can read it here:

[Governors | Sutton Courtenay CofE Primary School](#)

[OFSTED and SIAMS Reports | Sutton Courtenay CofE Primary School](#)

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

Should parents / carers have concerns about any aspect of SEND provision for their child, they should contact their child's class teacher in the first instance. They may refer you to the SENDCo or you can contact the SENDCo directly. 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/](http://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 emailing [senco@sutton-courtenay.school](mailto:senco@sutton-courtenay.school)

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>