



St Nicolas CE Primary School  
**SEND INFORMATION REPORT**

HEADTEACHER SIGNATURE:

GOVERNOR SIGNATURE:

DATE ADOPTED:

March 2025

DATE FOR REVIEW:

March 2026

Additional notes:

Cross reference with the following policy/ies:

- Accessibility policy;
- Behaviour policy
- Equality policy
- Supporting children with medical needs policy
- SEND policy

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our [SEND policy](#).

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

## 1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
<b>Communication and interaction</b>	Autism spectrum disorder (ASD)
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including processing needs such as dyslexia, dyspraxia, dyscalculia
<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## 2. Which staff will support my child, and what training have they had?

### Our special educational needs co-ordinator, or SENDCo

Our SENDCo is Liz Mathers

They have 10 years' experience in this role and have worked as a primary school teacher and in leadership roles since qualifying as a teacher in 2000.

They achieved the National Award in Special Education Co-ordination in January 2018. They also have a PGCE in Mental Health.

They are allocated 4 days a week to manage SEND provision.

### Class teachers

All of our teachers receive outside as well as in-house SEND training, and are supported by the SENDCo to meet the needs of pupils who have SEND. This includes Rocket Phonics to support Early Reading, Understanding Behaviour as Communication, De-escalation techniques, Reducing the Cognitive Load, the Graduated Approach

### Teaching assistants (TAs)

We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision.

We have teaching assistants who are trained to deliver interventions, such as Rocket Phonics.

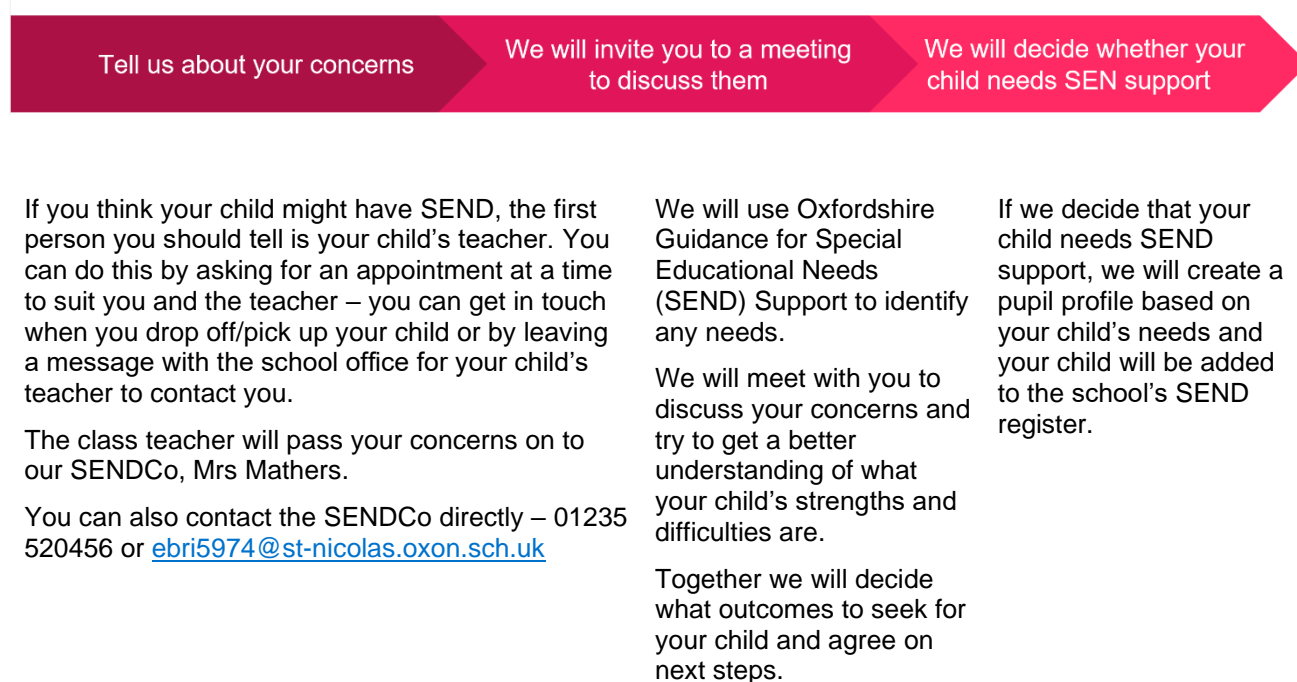
### External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- OCC SENDSS such as Downs and Complex Needs, Physical Disabilities, Communication and Interaction
- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

### 3. What should I do if I think my child has SEND?

The school works in close partnership with parents to develop an understanding of all children from before they enter Reception (or as soon as a transfer from another school is being considered). Staff incorporate their knowledge of children's previously identified SEND upon entry to Reception into teaching plans to provide the appropriate additional or different provision, adopting the graduated approach described below. Previously unidentified SEND will make themselves evident through children's response to 'quality first teaching'; teaching activities designed to meet the differing needs of most children. Ongoing assessment by staff will identify where children have significant difficulties and need a higher level of support than usual. Staff also listen closely to concerns expressed by parents.



## 4. How will the school know if my child needs SEND support?

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress academically, emotionally or socially. This might include reading, writing, number work, finding social situations difficult or showing big emotions that are tricky to manage

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps or barrier to accessing their learning. If they can find a gap, they will adapt their teaching in order to overcome the barrier or fill the gap. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress in their identified area of need, the teacher will talk to the SENDCo, and will contact you to discuss the possibility that your child has SEND. They will use Oxfordshire Guidance for SEND Support to identify what their concerns are; this will form the basis of the child's Pupil Profile if they are identified as having a Special Educational Need or Disability.

The SENDCo will have discussions with your child's teacher, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCo or class teacher will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

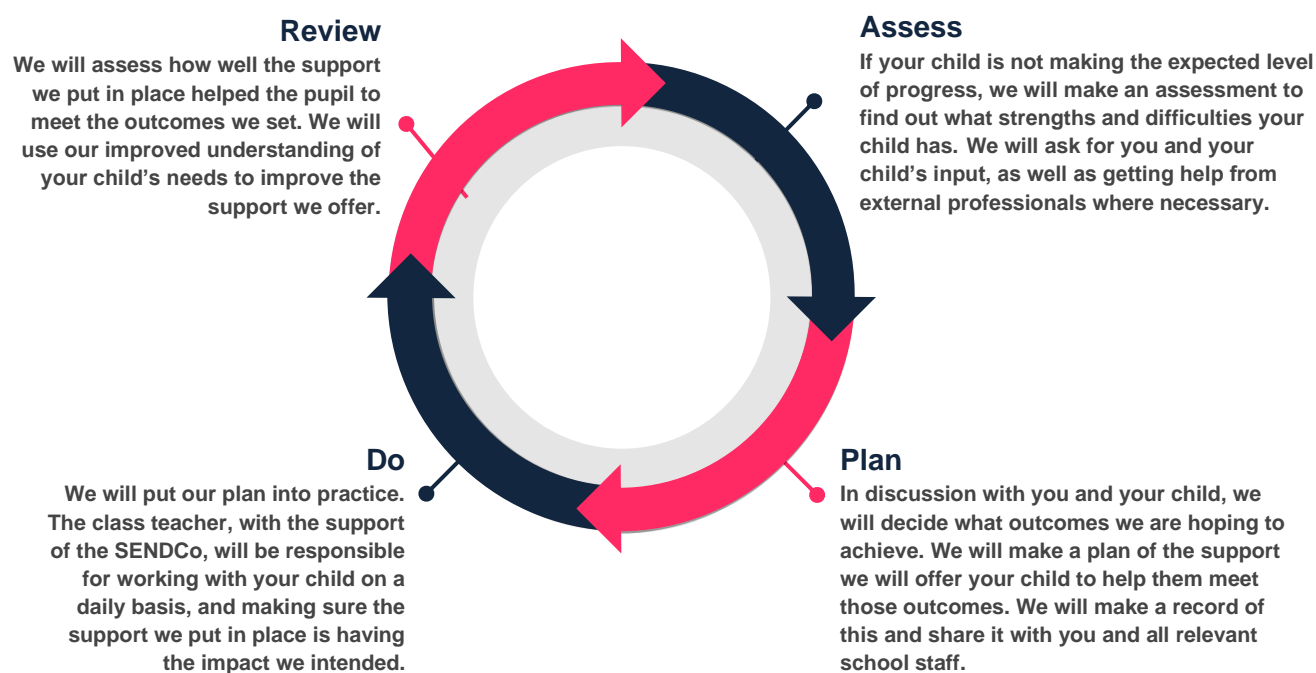
Based on all of this information, the SENDCo will decide whether your child needs SEND support. You will be told the outcome of the decision.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCo and/or the class teacher will work with you to create a SEND support plan for them. We call this a pupil profile.

## 5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



A clear understanding of your child's SEND is the best starting point for judging how well they are doing at school. Working with the school on knowing what they find difficult and how barriers to their learning can be lessened or removed allows realistic learning goals to be set for your child. These goals are written into pupil profiles and EHCPs and revisited at reviews. While it is important to be ambitious for your child, it is also important to judge their success against their difficulties and previously set goals. The key to success is for school and yourselves to engage in regular dialogue about how effective your child's support is, and to agree changes to it where necessary. The effectiveness of the SEND interventions used across the school generally is regularly monitored, and this information helps to inform decisions made about the provision made for individual children. The school will also provide you with information about your child's progress and attainment against age-related expectations.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## **6. How will I be involved in decisions made about my child's education?**

Your child's class teacher will meet you three times a year (in Terms Autumn 2, Spring 2, Summer 2), to:

- Set clear outcomes for your child's progress in their Pupil Profile
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCo may also attend these meetings to provide extra support and guidance.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. You can contact them directly at drop off/pick up or by leaving a message at the school office 01235 520456 [office.3247@st-nicolas.oxon.sch.uk](mailto:office.3247@st-nicolas.oxon.sch.uk)

## **7. How will my child be involved in decisions made about their education?**

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Take photos of things that they enjoy and that are important to them as well as things they'd like to change
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting

➤ Complete a survey

## 8. How will the school adapt its teaching for my child?

Link to the school's accessibility plan and policies can be found on the website:

<https://www.stnicolasprimary.co.uk/page/?title=School+Policies&pid=44>

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations are detailed in [Oxfordshire's Ordinary available SEND provision](#) as well the [school's universal offer](#):

## 9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals three times a year as part of their pupil profile review
- Reviewing the impact of interventions after 6 weeks – being aware and making adaptations before this time
- Talking to the children and listening to their feedback
- Observing the children and how they respond in the sessions
- Monitoring by the SENDCo and curriculum leads
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

## 10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. The school uses the majority of this delegated funding to provide additional support in the classroom as part of quality first teaching. The majority of children on the SEND register have their needs met with the additional provision in combination with strategies from the universal offer. If funding is needed beyond this for a more targeted or specialist approach, we will seek it from our local authority.

## **11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?**

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips to Youlbury in Year 4 and Kilvrough Manor in Y6.

All pupils are encouraged to take part in all aspects of school life, including sports day, productions and visits to places linked to their topics.

No pupil is ever excluded from taking part in these activities because of their SEND or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included. This is in partnership with parents and relevant outside support agencies when appropriate.

## **12. How does the school make sure the admissions process is fair for pupils with SEND or a disability?**

- Admissions for children with no SEND or those at SEND Support are managed by OCC. All information about how to apply to schools can be found at: <https://www.oxfordshire.gov.uk/residents/schools/apply-school-place>
- If your child has SEND, you will need to make an appointment to speak with the SENDCo, Mrs Mathers, so the school can plan for your child's arrival. It is also an opportunity for you to share any concerns and for the school to be able to share how they will meet your child's needs.
- If your child has EHC, the OCC SEND team will manage the admissions process. They can be reached at: [sensouthteam@oxfordshire.gov.uk](mailto:sensouthteam@oxfordshire.gov.uk)

## **13. How does the school support pupils with disabilities?**

The school's accessibility policy and plan can be found on St Nicolas' website: [St Nicolas CE Primary School, Abingdon - School Policies](#)

## **14. How will the school support my child's mental health and emotional and social development?**

We provide support for pupils to progress in their emotional and social development in the following ways:

- Through our value of the month and school ethos
- Pupils with SEND are encouraged to be active members in all aspects of the school community.
- We have a Pastoral Team, who include Tom Churchill (Home School Link worker) Mrs Onion and Mrs Lovelock (Certified Therapeutic Mentors)
- We have a 'zero tolerance' approach to bullying. There are more details in our Anti Bullying Policy, which can be found on the school website: [St Nicolas CE Primary School, Abingdon - School Policies](#)

## **15. What support will be available for my child as they transition between classes or settings?**

### **Between years**

To help pupils with SEND be prepared for a new school year we:



- Ask both the current teacher and the next year's teacher to attend the final pupil profile meeting of the year when the pupil's SEND is discussed
- Visit new classrooms in quiet times with no one there, in small groups to do a job or read a story in the new space, to meet new staff in their old as well as new classrooms, have regular sessions with new staff, such as stories or signing
- Have a transition book with photos of new staff, new space; it may include what will stay the same and what will be different
- on our September inset day, key children, such as those on the SEND register, will be able to make a short 10 minute visit with their families to see what the new space looks like after the summer break

## **Between schools**

When your child is moving on from our school, we will share all paper and electronic records relating to your child's SEND. Your child's class teacher or the SENDCo, Mrs Mathers, will make contact with your child's new school to help answer any questions they may have about your child.

## **Between primary and secondary school**

The SENDCo of the secondary school will come into our school for a meeting with our SENDCo as well as our Y6 teachers. They will discuss the needs of all the children who are receiving SEND support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently

This may be as part of whole class work but some children will have more direct work in small groups, such as the transition work lead by the SENDSS C&I service or direct preparation with a member of the Pastoral Team.

## **16. What support is in place for looked-after and previously looked-after children with SEND?**

Mr Spooner, designated person for LAC, and Mr Churchill, HSLW, will work with Mrs Mathers, our SENDCo, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

## **17. What should I do if I have a complaint about my child's SEND support?**

Links to the school's [complaints procedure](#) can be found on the school website.

Complaints about SEND provision in our school should be made to Mrs Mathers, our SENDCo or Mr Spooner, our headteacher, in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. In Oxfordshire, this is SENDAISS.

SENDIASS Oxfordshire works within the bounds of the legislation, guidance and quality standards to ensure it provides impartial information, advice and support to parents and carers of children with SEND, and children and young people themselves through the CHYPSS (Children and Young People's Partnership Service) element of SENDIASS. It promotes partnership between parent and carers, Children, Education and Families Services, schools and other agencies.

<https://sendiass-oxfordshire.org.uk/>

## 18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Oxfordshire County Council's local offer. Oxfordshire County Council publishes information about the local offer on their website:

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

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are: <https://sendiass-oxfordshire.org.uk/>

Local charities that offer information and support to families of children with SEND are:

- Autism Family Support Oxford <http://www.afso.org.uk/>
- Carers Oxfordshire <https://www.carersoxfordshire.org.uk/>
- Oxford Inclusive Communication <https://www.oxfordhealth.nhs.uk/oxtc/service/>

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

## 19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the four areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **ELSA** – Emotional Literacy Support Assistant
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **HSLW** – Home School Link Worker. Someone who works to support families and their children in and out of the school environment.
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **OCC** – Oxfordshire County Council
- › **Pupil profile** – document summarising your child's needs, what their strengths are, targets to work on and how that will be delivered. This will be reviewed x3 per year with the family and the class teacher.
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENDCo** – the special educational needs co-ordinator
- › **SEND** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- › **SENDSS** – SEND Support Service run by OCC and providing targeted and specialist support for children with SEND
- › **SEND support** – special educational provision which meets the needs of pupils with SEND
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages