St. Andrew's C.E. Primary School Special Educational Needs

Report to Parents of Children in the Mainstream School

June 2026

This report provides information required by Schedule 1 of the Special Educational Needs and Disability Regulations 2014. It explains how St Andrew's CE Primary School identifies, supports and reviews provision for pupils with Special Educational Needs and Disabilities (SEND) in line with the Children and Families Act 2014, the SEND Code of Practice (2015) and the Equality Act 2010. We are committed to ensuring that all pupils, regardless of need or disability, are able to access a broad, balanced and ambitious curriculum and participate fully in school life.

About our School

Our Vision

At St Andrew's CE Primary School, we aim to bring children to a place where they can realise their full potential. Our Christian values are the foundation of all we do and each one is a facet of the central value, love, which 'always protects, always trusts, always hopes, always perseveres.' (1 Corinthians 13:7)

Our vision for children with SEND is for every child to reach their full potential through an inclusive, friendly and creative environment built on trust, compassion and respect for one another.

St Andrew's CE Primary School provides support for pupils across the four areas of need as laid out in the SEND Code of Practice 2014. These are:

- **Communication and interaction needs**;
  This includes children who have speech language and communication difficulties including autistic spectrum conditions.
- **Cognition and Learning needs;**
  This includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- **Social, Emotional and Mental Health needs:**
  This includes children who may have behavioural difficulties relating to emotion conditions such as anxiety or depression.
- **Sensory and/or Physical needs**; this includes children who have visual or hearing needs, or a physical disability that affects their learning

In the mainstream school we have 441 pupils and 73 children are currently registered as having additional needs.

About our SEN team

Our SEN team is led by our SENDCOs, Mrs Phee Garlick and Mrs Katie Collier.

Mrs Katie Collier is our Designated Teacher for Looked After Children and our Pupil Premium, Neglect and Attendance Lead.

We have a Mrs Lorraine Pijnen, Family Links Worker and Mrs Louise Rolfe, ELSA trained Well Being Assistant, who support families and children across the school.

The team work closely with the Headteacher and all staff to monitor the progress of children's learning and they oversee the provision for children with additional needs.

The SEN department can be contacted by calling the school office or completing the pastoral support form on the school's website.
Tel: 01844 351353
Email: office.3182@st-andrews.oxon.sch.uk

Our link Governor for SEN is Mrs Rachel Reynolds who meets with the SENDCOs at least twice a year to review and monitor the SEN provision.

Our SEN policy and our Equality Policy Plan can be located on the School Website www.st-andrews.oxon.sch.uk

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

Progress is tracked and monitored for all children throughout the school year. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

St Andrew's CE School uses Oxfordshire County Council's guidance on 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Using this guidance the school will follow a graduated response that assesses and reviews provision in place over two terms. If after these two terms the child is requiring provision that is different from or additional to support offered on a whole school level; the class teacher and SENDCO will consider if the child should be placed upon the SEN register in discussion with parents. This approach enables staff to ensure all quality first teaching and inclusive classroom strategies have first been tried before deciding if a child has additional needs.

The Oxfordshire County Council's guidance sets out:

- How to identify if a child or young person has a special educational need.
- How to 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.



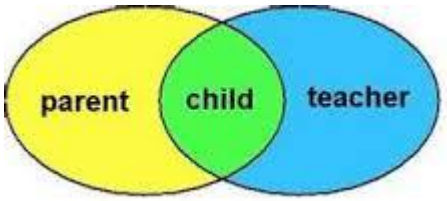
The guidance for Schools and Early Years settings can be found through the link below:

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

Where, despite the school providing SEN support, a child has not made expected progress, school and parents may consider requesting an Education, Health and Care needs assessment by the local authority. The local authority will expect to see evidence of external agency involvement and the impact of the implementing the recommendations over a period of time while on SEN Support.

Working in partnership with parents.

At St Andrew's CE Primary School we believe that working in partnership with parents towards agreed outcomes and goals is the best way to support our children.



We place a strong emphasis on the participation of children and young people in decisions about their education. Pupils are encouraged to share their views about their strengths, aspirations, support needs and outcomes. Their views are considered during the Assess-Plan-Do-Review process and when reviewing SEN Support plans and Education, Health and Care Plans.

How do we do work with and communicate to parents and children?

We will always contact parents if we have a concern that a child or young person may have a special educational need. We work closely with children and young people with SEN and their parents to agree outcomes and how we will all work towards these, and then to review progress.

We communicate to parents by:

- Completing an SEN Learning Plan. This is written with the parents, child and teacher. It highlights the child's strengths, barriers to learning, agreed outcomes, support strategies, reasonable adjustments and any interventions required. Outcomes and targets are reviewed with pupils and parents at least three times a year through the graduated approach of Assess, Plan, Do, Review.
- Scheduled telephone calls.
- Parents evening - twice a year.
- Additional meetings if needed.
- Home school communication where appropriate.
- Ensuring parents/carers can speak to the class teacher when needed at the end of the day.

Appointments can be made to speak to a SENDCO or class teacher by phoning the school office or by completing the pastoral support form on the school's website.

Adapting the curriculum

We offer a broad and balanced curriculum for all children and young people including those with SEN. The way we adapt this for children with SEN and disabled children is set out in the School Access Plan. You can read it on our school website.
Teachers are responsible for the progress of all children and lessons are adapted to ensure success and progress for everyone. Teachers encourage and support children to have a 'growth mindset' and to develop skills in independence, resourcefulness and resilience.

Resources such as; writing frames, word banks and Numicon help children to increase their confidence and enable them to become independent learners.

In accordance with the Equality Act 2010, the school makes reasonable adjustments to prevent disabled pupils from being placed at a substantial disadvantage compared with their peers. Adjustments may include adaptations to teaching approaches, learning materials, timetables, the physical environment, access arrangements and the provision of auxiliary aids where appropriate.

Interventions

In addition to the core curriculum the school offers many different types of interventions. They are matched to meet the needs of the children and the year groups the children are in. Some of the different interventions we use are:

- Early morning interventions (focused on the needs of individual children)
- Well Being Sessions (ELSA)
- Zones of Emotional Regulation
- NELI – Early Language Intervention for Foundation Stage pupils.
- Wellcomm Language Intervention
- Forest School
- Speech and Language Support – Where advice has been given by Speech and Language support, programmes will be followed within class.
- Therapeutic Art Sessions

What expertise can we offer?

Phee Garlick completed the National Award in Special Educational Needs Co-Ordination with Bath Spa University in December 2023 and completed her Designated Safeguarding Lead training in May 2025.

Katie Collier is our Designated Teacher for Looked After Children and completed her Designated Safeguarding Lead training in June 2025. Katie has completed her NPQ SENDCO qualification through The Church of England.

The SENDCOs work strategically with senior leaders, governors, staff, families and external agencies to ensure pupils with SEND receive appropriate support and achieve positive outcomes.

Staff are trained to support Early Help Assessments and Team Around the Family meetings. Staff training is undertaken in various aspects of SEN according to the needs to ensure that the provision made and support given to pupils is appropriate and effective. Training needs are reviewed as part of staff CPD and may take the form of attendance at an external course on particular conditions. Recent training includes:

- Communication and Language support in the Early Years
- Early Help Assessment
- Early Years Emotional Regulation
- Adaptive Curriculums
- TeamTeach
- Zones of Emotional Regulation

Staff have basic awareness level training in high incidence special educational needs. We have staff who have received enhanced training in Team Teach, which support children and

staff in de-escalation strategies. Teaching assistants are trained to support the individual needs of the children they work with.

Individualised training is also given to staff working with children with specific needs from external professionals such as Speech and Language Therapists, Physiotherapists and Advisory Teachers.

Specialist and External Support

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

- Educational Psychology
- SENSS, who support children with communication and language, sensory needs and physical needs
- Downs and Complex Needs Service
- Child and Adolescent Mental Health Services (CAMHS)
- School Nurse Service
- Oxfordshire School Inclusion Team
- Physiotherapy and Occupational Therapy services
- Play Therapy
- Early Intervention Support from Early Intervention Hubs
- Children's social care
- Speech and Language Therapy

Information about these services and what they can offer can be found on the Oxfordshire County Council Local Offer web pages using the link below:
https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer

We always discuss the involvement of specialist SEN services with parents first.
We also work with other services and organisations that are involved with a family, with the family's permission.

How do we know if SEN provision is effective?

The progress of all children/young people is tracked throughout the school through ongoing assessments as well as formal assessments three times a year. There are Pupil Progress meetings within school held at least four times a year where all children's progress is discussed and interventions or support is planned.

In addition, for children/young people with SEN we regularly review progress towards the agreed outcomes on their learning plans. Following the graduated approach and the four-part cycle of **assess, plan, do, review** we will assess whether support in place has made a difference and to agree next steps. We evaluate this progress against age related expectations and standardised scores. This ensures that support is carefully tailored to individual need, evaluated regularly and adjusted where necessary in partnership with parents and pupils. For all children/young people with SEN a learning plan outlines the strategies and support used to enable the child to meet their outcomes. This support is reviewed at least 3 times a year alongside the reviews of outcomes on their learning plans.

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 evaluate the success of the education that is provided for pupils with SEN is contained within the governors' annual report.

Evaluating the Effectiveness of SEND Provision

The effectiveness of SEND provision is evaluated through:

- Progress and attainment data.
- Review of individual outcomes.
- Attendance and behaviour information.
- Pupil voice and parent feedback.
- Monitoring of interventions.
- SENDCO monitoring activities.
- Governing Body oversight.

This enables leaders to identify strengths, address areas for development and ensure resources are used effectively to improve outcomes for pupils with SEND.

Accessibility

The school continually reviews and develops its accessibility arrangements in line with its Accessibility Plan. We aim to:

- Increase access to the curriculum for disabled pupils.
- Improve the physical environment to enable greater participation.
- Improve the availability of accessible information for pupils, parents and visitors with disabilities.

The Accessibility Plan is available on the school website.

All children and young people are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what will happen.

There is information about activities and events for disabled children and those with SEN in Oxfordshire in the Family Information Service:
http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities

Oxfordshire's accessibility strategy can be read at:
https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/schoolsaccessibilitystrategy.pdf

Supporting Pupils with Medical Conditions

The school recognises that some pupils with SEND may also have medical conditions. We comply with the statutory guidance 'Supporting Pupils at School with Medical Conditions' and work with families and healthcare professionals to develop Individual Healthcare Plans where required. We aim to ensure pupils with medical needs can access education, trips, enrichment activities and wider school life safely and successfully.

What do we do to support the wellbeing of children/young people with SEN?

All children have the opportunity to share their views through their school council. We encourage all children to talk to their class teacher if they have a problem. The SEN department works closely with children with emotional or behavioural difficulties to enable them to feel safe and supported in school. We support in a range of ways either in small group or 1 to 1. This could be through a nurture group, gardening, drawing and talking.

We take bullying very seriously and it is not tolerated. We help to prevent bullying of children/young people with SEN by following our Positive Behaviour Policy and celebrating all success and adapting the environment and activity to ensure successes. Where appropriate the needs of individuals are discussed with the class, (with appropriate permission) in a

sensitive manner. We recognise that pupils with SEND can be disproportionately vulnerable to bullying. We actively promote inclusion, respect and understanding through our Christian values, curriculum and behaviour systems. Any concerns relating to bullying or discrimination are investigated promptly in accordance with our Behaviour and Anti-Bullying policies.

Joining the school and moving on

St Andrew's CE Primary School welcomes applications from all children, including those with SEND. Admission arrangements for pupils with SEND are the same as for all other pupils and comply with the School Admissions Code and the Equality Act 2010. The school works closely with families and external agencies to plan effective transitions and ensure appropriate support is in place from the start of a pupil's placement.

We encourage all new children to visit the school before starting. For children/young people with SEN we have additional visits for parents and children both in our setting, their setting and at their homes. For children with SEN a meeting with the SENDCO is recommended.

We begin to prepare young people for transition into the next stage of their education or training by a transition programme run by Lord Williams School called Pioneers which is adapted to meet the needs of vulnerable pupils. They receive either small group additional visits or 1:1 where appropriate.
Throughout their time at St Andrew's, pupils are encouraged to develop independence, resilience, communication skills, self-advocacy and confidence. These are important foundations for preparation for adulthood and successful transition to secondary education and later life.

Who to contact

If you are concerned about your child please talk to your child's class teacher in the first instance. If you'd like to feedback about SEN provision please contact the school. In the event of a formal complaint concerning SEN provision, parents/guardians are advised to contact the Headteacher and follow the Oxfordshire LA procedure in the first instance. Parents may also contact the Governing Body. Government publications regarding parents' rights are available in school.

If you'd like impartial advice from SENDIASS contact
Contact – SENDIASS 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 Service: http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page

Oxfordshire's Local Offer contains lots of information for parents:
https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer

In Summary

St Andrew's CE Primary School is committed to ensuring that children and young people with SEND achieve well, are included in all aspects of school life and are supported to become confident, independent learners. We recognise that effective SEND provision is built on strong partnerships between pupils, families, staff, governors and external agencies.

The governors and staff at St Andrew's CE Primary School recognise percentages of pupils with SEN making expected progress can vary for each subject within each cohort and where the actual number of pupils with SEN in a particular cohort is small the data may not be statistically valid. Whilst mindful of the use of data for future strategic planning, at St. Andrew's we focus on each individual pupil and target support specifically for their needs to enable them to make the most progress they can.

Phee Garlick ***Katie Collier***

SENDCO ***SENDCO***

(Signed) ***……..*** ***Governor***

…….. ***Governor***