



Special Educational Needs Information Report 2024-25

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 All Saints 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. As a school we want to see your child 'Aspire, Believe, Explore and Achieve.'

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 SEND Code of Practice (2015): communication and interaction; cognition and learning; social, emotional and mental health; sensory and 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 and 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

1. Initial Concern

Concerns may be raised by a class teacher, parent/carer, early years provider, external professional or the child themselves.

Concerns usually relate to progress, behaviour, communication, physical needs, or social/emotional development.

The teacher will gather evidence such as classwork, assessment data, observations, and sometimes informal conversations with parents. The SENCo will observe and work with the class teacher to gather and assess the evidence.

2. Quality First Teaching (QFT) Adjustments

The school's first response is to ensure high-quality, differentiated teaching within the classroom.

Strategies may include:

Adjusted tasks and resources

Additional group work.

Additional classroom support.

Progress is monitored over a period of time.



If the child continues to make less than expected progress despite these adjustments, the process moves forward.

3. Decision to Add to the SEND Register

If the child requires provision that is “additional to or different from” what is ordinarily available to all pupils, they are identified as having SEND.

At this point, their name is added to the school’s SEND register under one or more categories of need:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health.
- Sensory and/or physical.

A Pupil Profile is created to track strategies and outcomes.

4. Assess, Plan, Do, Review (Graduated Approach)

The SEND Code of Practice (2015) requires schools to follow this cycle:

- Assess – The teacher and SENCo assess the child’s needs using data, observations, and sometimes specialist input.
- Plan – A plan of support is created. This may involve interventions, targeted group work, or use of external services. Parents and the child are involved in planning.
- Do – The plan is put into action by teachers, teaching assistants, and specialists where necessary.
- Review – After an agreed period (often termly), the child’s progress is reviewed with parents and next steps are agreed.

5. Ongoing Support and Monitoring

Children on the SEND register continue to follow the graduated approach cycle.

The SENCo oversees provision, and parents are kept informed at least three times a year. If progress remains limited despite significant support, the school may request an Education, Health and Care Needs Assessment (EHCNA), which could lead to an Education, Health and Care Plan (EHCP).

6. Removal from the SEND Register

A child may be removed from the SEND register if:

- They no longer require additional/different provision compared to their peers.



- They have made sustained progress and their needs can be met through normal classroom differentiation and QFT.

The decision is always made with parental consultation, and the child's progress will continue to be monitored as part of the school's normal tracking.

Summary:

- Concerns raised → QFT adaptations → Decision to add to SEND if extra provision needed → Assess, Plan, Do, Review cycle.
- Children stay on the register while they need extra/different support.
- Removal happens when they no longer require that level of provision.

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 through:

- Assess, Plan, Do, Review meetings 3 x year
- Parent courses
- Specialist placement visit support
- Termly coffee mornings
- Parents evening 2 x year
- Home School Linkworker
- Review meetings with SENCo include class teacher
- Sharing of all reports from external agencies eg SaLT and C&I
- Multi-agency approach - agencies will contact parents as well as school when involved
- Regular parent meetings with Inclusion Team as well as class teacher
- Strengths and Needs Assessments and Team Around the Family meetings

There are also opportunities for parents/carers and children to contribute to our policies on SEND and Equality. We do this by; providing opportunities to 'contact us' via our school website; parent's evenings, parent focus groups and open discussions, regular pupil voice discussions, school council, questionnaires sent to children and families; parent discussion groups and young people's consultation activities, involving stakeholders in policy development.

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 and or 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: <https://www.all-saints.oxon.sch.uk/keyinformation/policies>. This particularly covers information about how we might adapt our provision or curriculum for children with physical disabilities.

At All Saints 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;
- Adaptations 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.

Quality first teaching

- The most qualified should oversee teaching for the children who need the highest support.
- All classes have a visual timetable
- Used to show the routine of every day.
- Use of concrete and pictorial representations
- Multi-sensory teaching approaches.
- Challenge for all
- Questioning gets children to think hard.
- Use of tools/scaffolding
- Children are given clear and precise instruction.
- Ensure all staff are given clear information
- To support learning

Active and engaging learning

- Children do not have to sit and listen for long periods of time



Assessment for learning

- Lessons are pitched effectively.

Identify and act upon gaps in learning.

- Feedback moves learning on
- Appropriate feedback for the learner (e.g., verbal, visual, or simple next step).

Interventions should be measurable and show impact

- Same day intervention.

Parents and child voice

- SEND Pupil Profiles are reviewed regularly with parents and children involved.

Outside agency advice

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;
- Adaptations 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.

We use a range of resources to ensure children can access the curriculum (ICT software, use of screened areas, flashcards and visual prompts, sensory/fiddle toys support listening and attention; sensory mats to sit on; coloured overlays, standing desks etc).

- Writing mats or writing frames may be used in lessons to enable learners to engage in the activity.
- Most staff are trained to at least Level 1 in Autism Awareness with many teachers accessing further specialist support and training as needed.
- Children attend sessions led by external agencies such as Play Therapy, Speech and Language interventions and nurture groups which are based on our school site but led by external professionals.
- Early years staff have had basic Makaton signing training so they can use this to support language development.
- Use of ICT to support learning.
- Staff are trained in SCERTS (social communication and emotional regulation) to support children with autism diagnosis.
- Staff are Team Teach trained in areas of the school. To find out more about specific interventions, please contact your child's class teacher or the SENCo.



In September 2025, All Saints Primary School launched its Enhanced Pathway to support pupils with Communication and Interaction (C&I) needs, including those with speech, language and communication needs (SLCN) and pupils on the autism spectrum. The provision offers a structured and nurturing environment where children can build confidence, independence, and positive communication skills.

Our personalised approach balances academic learning with social and emotional development. Pupils benefit from visual supports, structured routines, targeted interventions, and access to calm, low-arousal spaces that help reduce anxiety and support emotional regulation. Where appropriate, children are supported to reintegrate into mainstream classrooms at a pace suited to their needs, with progress monitored through individual targets and EHCP outcomes.

Partnership with families, staff training, and input from external professionals ensure consistency, inclusion, and positive outcomes. The Enhanced Pathway strengthens our whole-school SEND practice and helps pupils to thrive socially, emotionally, and academically within an inclusive and aspirational school community.

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. We may also use the following where appropriate:

- Oxfordshire Developmental Journal
- Wellcomm
- SEMH SDQ Assessment
- Ages and Stages of Language Development
- Maths4Life Assessment (where appropriate)
- Read Write Inc Assessments

Interventions and support are coordinated by the SENCo 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 Postgraduate Certificate in SEND: National Award for SEN Coordination (NASENCo). 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. Throughout the year our teachers and teaching assistants engage in regular CPD and training with a SEND focus such as *May I Join you* shared attention, *the ShREC approach*, *EEF top 5*, *Cognitive Load Theory*, *The Walkthrus Teaching and Learning Practice* in addition to weekly CPD, support from SEND Outreach and Educational Psychology support.

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);
- CAMHS Link Team
- 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;
- OXSIT
- SENSS
- Visual Impairment Team
- Deaf and Hearing Support
- Physical Disability Team
- EYSEN
- Educational Psychology
- The Propeller Trust Special School Outreach
- The Gallery Trust
- School Health Nurse Team
- SEN Office Oxfordshire County Council
- Community Paediatric Team

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. All children have the opportunity to share their views through their school council representatives and in discussions with their class teachers/support staff. We frequently listen to the views of children with SEND, as we do with all children. We regularly complete pupil voice questionnaires with children on the SEND register to support the review of their Pupil Profile. We take bullying very seriously. We help to prevent bullying of children with SEND through our school Behaviour for Learning and Anti Bullying Policy which can be found on the policy page of our website <https://www.all-saints.oxon.sch.uk/key-information/policies> and through the following:

- Quality First Teaching (QFT)
- Emotional Literacy Support Assistants (ELSA)
- Assemblies and Whole-School Values, Personal, Social, Health and Economic (PSHE) Curriculum
- Awareness Weeks and Campaigns
- Screening and Assessment Tools
- Targeted Interventions and Support Groups
- Staff Training and Awareness

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.

All Early Years children are offered a home visit and an individual transition plan where needed. We liaise with the nurseries and visit children in their previous setting.

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

We are committed to ensuring that all children with SEND make good progress and that the support they receive is effective. To achieve this, we regularly review and evaluate our provision using a variety of approaches:

How We Monitor and Evaluate

The Graduated Approach (Assess–Plan–Do–Review):

- Each child's progress towards agreed outcomes is reviewed termly.
- Interventions are monitored to check whether they are having the intended impact.

Internal Monitoring:

- The SENDCo tracks the progress of children with SEND through data analysis, work scrutiny, and learning walks.
- Teachers and teaching assistants provide feedback on how well strategies are working.

Self-Evaluation:

- The SENDCo contributes to the school's wider self-evaluation by analysing outcomes for pupils with SEND compared to their peers.
- Parent and pupil views are regularly gathered through meetings and surveys.

External Monitoring:

- Advice from external agencies (e.g. educational psychologists, speech and language therapists, specialist teachers) helps us evaluate whether support is targeted effectively.
- Feedback from the Local Authority and from any Ofsted inspection is carefully considered and acted upon.



Governance Oversight:

- The SEND Governor meets with the SENDCo regularly to review provision and progress.
- These meetings provide opportunities to scrutinise intervention outcomes, discuss resource allocation, and identify strengths and areas for development.
- A SEND report is presented to the governing body at least once a year.

Strengths of Current Provision:

- Early identification procedures ensure that children receive timely support.
- A wide range of interventions are in place to meet different needs.
- Strong relationships with parents and carers, who are fully involved in the review process.
- Effective collaboration with external specialists to support children with more complex needs.
- Regular training for staff ensures that inclusive classroom practice is embedded across the school.

Areas for Development

- Continuing to improve the consistency of provision across all classes and subjects.
- Further strengthening the tracking of small-step progress to capture achievements more effectively.
- Expanding opportunities for pupil voice, so children with SEND are more involved in shaping their own support.
- Embedding Inclusion more deeply by creating stronger links between SEND provision and whole-school priorities, ensuring it is consistently threaded through all aspects of school improvement.

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 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 SENDCo, and there will then be a further conversation with parents to discuss the next steps. An appointment can be made with the SENDCo by telephoning or emailing the school office on 01235 819154 or office.3859@all-saints.oxon.sch.uk or by speaking with 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/) or by phone on 01865 810516.

12. More information

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>