Special Educational Needs (SEN) Information Report

St Blaise C of E Primary School

'Exploring and achieving as we grow together.'

Together we love and respect.

We are creative, we are determined, we are confident, we are kind.

Current issue:	June 2026
Review date:	Annual
Headteacher:	Rebecca Costello
Chair of Governors:	Linda Shatford
Special Educational Needs coordinator (SENDCo):	Gaby Sandford
Lead Governor:	Inclusion

Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND (Special Educational Needs and Disabilities) policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy.

You can find it on our website here . Or you can ask a member of the office team to make a copy or send you the policy.

Please also remember we are always happy to talk to you about any concerns you may have.

Headteacher
Rebecca Costello,

***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 SEN does the school provide for?

Our school is committed to providing a fully inclusive environment where all children are supported to thrive, irrespective of their individual needs. We recognise and value the diversity of our pupil community and aim to meet the needs of every learner.

We provide for pupils with a wide range of needs, including but not limited to:

AREA OF NEED	SUCH AS
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Global Developmental Delay (GDD)
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	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 coordinator, or SENCo

Our SENCo is Miss Gaby Sandford who is a qualified teacher with six years of classroom experience, during which she has effectively supported a wide range of additional needs. She holds a master's degree in special educational needs provision and was appointed as SENDCo at St Blaise CofE Primary in September 2024. Gaby has recently completed a National Professional Qualification (NPQ) in Special Educational Needs Co-ordination and brings a wealth of knowledge, care, and skill to the role. She is allocated 1 day per week to complete the role.

Miss Gaby Sandford can be contacted at sendco.3260@st-blaise.oxon.sch.uk

Staff training

All of our teachers and teaching assistants receive in-house SEN training and are supported by the SENCo/inclusion team to meet the needs of pupils who have additional needs.

Our School Development Plan continues to focus on meeting the diverse needs of all pupils through adaptive teaching and the creation of high-quality learning environments. A significant portion of staff development time has been dedicated to building knowledge and confidence in inclusive teaching practices.

Staff have received external training from both our Inclusion Consultant and the Oxfordshire School Inclusion Team (OXSIT), with a focus on adaptive teaching strategies for a range of needs, including Autism, ADHD, physical disabilities, and global developmental delay. This training covered ways to modify both the curriculum and the learning environment to better support all learners.

In addition, the Speech and Language Team provided training on supporting early language development. This included practical strategies to enhance communication, interaction, and shared attention within the classroom.

Teaching assistants (TAs)

We have a team of 16 teaching assistants who are supported to adapt learning to meet a wide range of needs. Within the team, there is trauma-informed expertise, and several TAs lead interventions such as LEGO therapy, soft starts, Draw and Talk and sensory circuits. Others lead phonics groups and support the development of early reading skills.

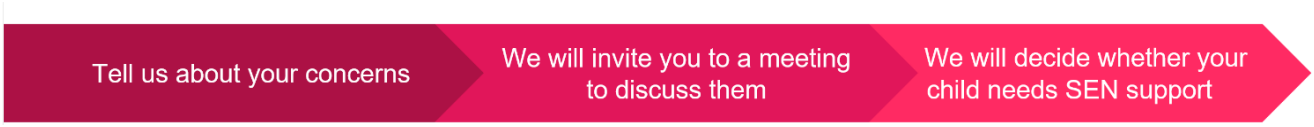
External agencies and experts

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

- 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 local authority (LA)-provided support services
- Voluntary sector organisations
- Enhanced provision

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



If you think your child might have SEN, the first person you should tell is your child's teacher. You can either speak to them in person or arrange an appointment by emailing the office admin.3260@st-blaise.oxon.sch.uk.

They will pass the message on to our SENDCo, Gaby Sandford, who will be in touch to discuss your concerns.

You can also contact the SENDCo directly at sendco.3260@st-blaise.oxon.sch.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and needs are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, your child will be added to the school's SEND register and a Pupil Profile will be developed to monitor progress.

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

All our class teachers are aware of special educational needs (SEN) and are vigilant in identifying pupils who may not be making the expected progress, either academically or socially. This might include areas such as reading, writing, number work, friendships or behaviour.

If a teacher notices that a child is falling behind, they will first explore whether they have any gaps in their learning. If a gap is identified, the pupil will receive additional support to help close it. In many cases, children without SEN make good progress once these learning gaps are addressed.

If the child continues to struggle despite this support, the teacher will speak to the SENDCo and contact you to discuss the possibility that your child may have additional needs (SEN).

The SENDCo and the class teacher will then observe your child in the classroom and on the playground to better understand their strengths and difficulties. They will also review any changes or concerns regarding progress, attainment and/or behaviour. The SENDCo, class teacher and headteacher will closely monitor your child's progress.

You will be asked for your views, and your child will be given the opportunity to share theirs. If appropriate, the SENDCo may also seek input from external professionals such as a speech and language therapist, educational psychologist, or CAMHS.

Using all of this information, the SENDCo will decide whether your child requires SEN support. This is a discussion we share with you.

If additional support is needed, your child's name will be added to the school's SEND register, and the SENDCo/class teacher will work closely with you to develop a personalised SEN support plan (referred to as a Pupil Profile).

Educational, Health and Care Needs Assessment (EHCNA)

Where a pupil continues to experience significant and persistent difficulties despite receiving high-quality, targeted support through the school's graduated approach (assess–plan–do–review cycle below), the school, in partnership with parents/carers and relevant professionals, may consider requesting an Education, Health and Care Needs Assessment (EHCNA) from the Local Authority.

This is typically considered when a pupil's needs cannot be met from the resources ordinarily available within mainstream provision. A request can be made by the school or by parents/carers at any time; however, it is usually submitted once a range of evidence has been gathered over time, demonstrating the pupil's needs, the provision in place, and the impact of support. If agreed, the Local Authority will carry out a statutory assessment to determine whether an Education, Health and Care Plan (EHCP) is required to meet the pupil's needs.

When an EHCNA is not appropriate

It is not appropriate to request an Education, Health and Care Needs Assessment (EHCNA) where a pupil's needs can be effectively met through the school's ordinarily available provision at SEN Support level (when your child has a Pupil Profile).

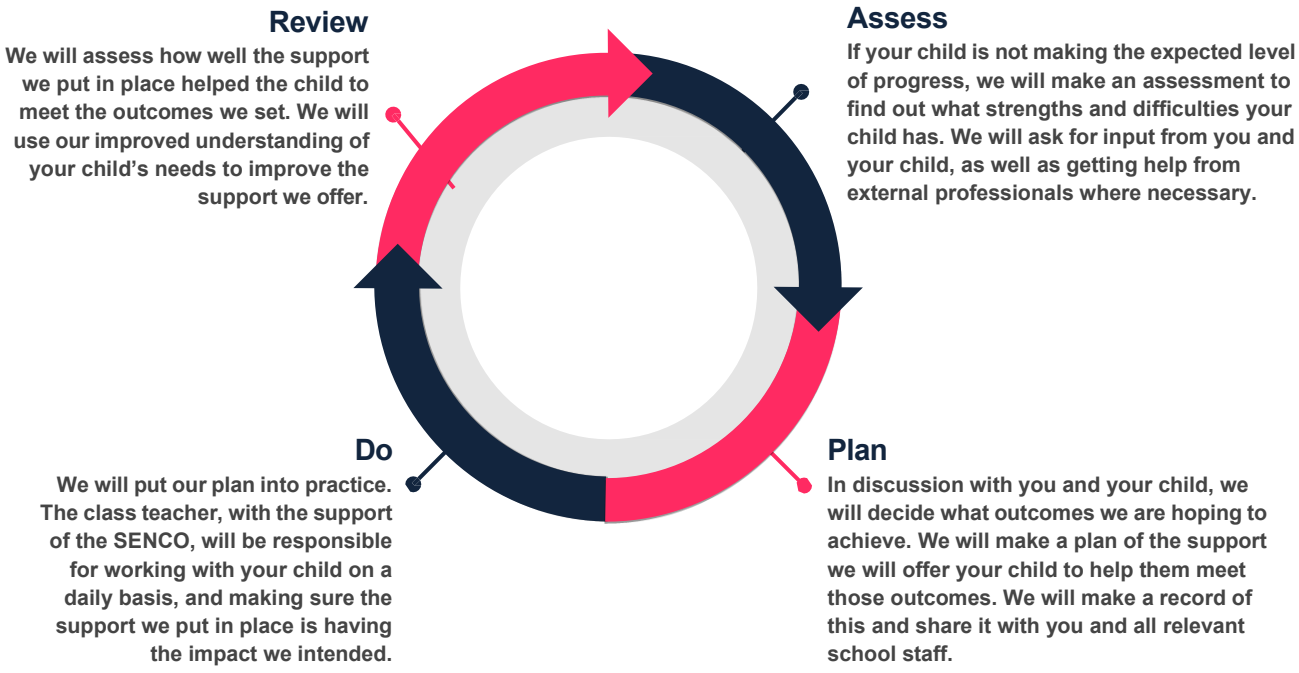
This includes situations where:

- The pupil is making expected or steady progress from their starting point, even if this is below age-related expectations.
- The pupil's needs can be met through high-quality adaptive teaching, targeted interventions, and reasonable adjustments within the school's resources.
- There has not yet been sufficient time to plan, implement and review interventions using the graduated approach (assess–plan–do–review).
- Available evidence does not yet demonstrate significant, persistent and complex needs requiring provision beyond that which a mainstream school would normally provide.
- External agency advice has not indicated a need for specialist, long-term provision or additional funding beyond SEN Support.

In these circumstances, the school will continue to work closely with parents/carers and relevant professionals to refine support, monitor progress, and ensure that the pupil's needs are met effectively at SEN Support. A SEND diagnosis alone does not automatically lead to an EHCNA; decisions are based on the level and complexity of need and the provision required.

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

We will follow the 'graduated approach' to meeting your child's SEN needs.
The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN 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 with you at least 3 times per year to:

- Set clear outcomes for your child's progress
- 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 SENCo may also attend these meetings to provide extra support.

We know that you are the expert when it comes to your child's needs and aspirations. So, 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 SEN 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 has 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 either at the end of the school day or by emailing admin.3260@st-blaise.oxon.sch.uk

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

The level of involvement will be age and stage appropriate. 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
- 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?

At St Blaise, we are committed to ensuring that all children, regardless of need or ability, have access to a broad and balanced curriculum. Your child's class teacher is responsible and accountable for their progress and development. High-quality, inclusive teaching is always our first step in meeting individual needs.

We recognise that there is no 'one-size-fits-all' approach. Teaching and learning are adapted on a case-by-case basis to ensure that each child receives the support they need in a way that is meaningful to them.

We use adaptive teaching strategies to ensure all pupils can access learning, including:

- **Adapting the curriculum** through flexible grouping, 1-to-1 support, and modifying teaching styles or lesson content to meet individual needs.
- **Adapting our teaching** by providing longer processing times, pre-teaching key vocabulary, reading instructions aloud, and regularly checking understanding.
- **Adapting resources and staffing** to provide targeted support where needed.
- **Using supports and aids** such as laptops, coloured overlays, visual timetables, larger font sizes, visual aids and access to sensory tools.
- **1-to-1 support** when a child requires focused input to access learning or regulate emotions.

- **Small group support** to target specific learning needs or develop communication and social skills.

We also provide a range of interventions, and as an inclusive school, we have made both environmental and sensory adaptations to ensure all children feel safe and supported:

- Several **sensory spaces** are available for children who need calm, regulated environments.
- Classrooms have been adapted to reduce overstimulation and distractions.
- **Lunchtimes are calm and quieter**, with structured options for children who find busy environments challenging.
- We **respond in the moment** to children's needs, adjusting tasks or environments when we observe that a child is struggling.
- **Playtimes are adapted** to include quieter zones and alternative activities for children who find large group play or social interaction challenging.
- **Considered transitions** in and out of learning and play opportunities.

Our full **Accessibility Policy and Plan**, which outlines how we increase access to the curriculum for disabled pupils, can be found here:
Accessibility Policy and Plan (PDF)

These interventions are part of our contribution to Oxfordshire's local 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 each term
- Reviewing the impact of interventions.
- Using pupil questionnaires and discussions
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding an annual review - if they have an education, health and care plan (EHCP)
- Discussions amongst the team of adults working with your child(ren)

Overall monitoring and evaluation of SEN provision

At St Blaise, the staff team regularly discuss and evaluate the provision for children with SEND. Due to Miss Sandford's availability throughout the week, teachers are able to discuss and evaluate their support of SEND learners in their classrooms. The SENDCo regular meets with the headteacher to openly discuss SEND pupils. Parents have the option to contact the SENDCo via her email or the School Office to share any feedback or queries.

The Inclusion Lead governor shows a particular interest in the SEN provision within school. They monitor attainment and progress, which is reported back to the full governing board, as well as meeting with the SENDCo throughout the year to discuss SEN provision.

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. If funding is needed beyond this, 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 SEN?

All our extra-curricular activities and school visits, including before and after-school clubs, are open to all children. Every child is encouraged to take part in school trips—including residentials—and we work closely with families to make any necessary adaptations to ensure full participation. The safety of all pupils at St Blaise is paramount and discussions will be held amongst staff and parents/carers to ensure pupils remain safe.

We actively promote involvement in our enrichment programme, and no pupil is ever excluded from these opportunities because of their SEN or disability. We are committed to making any reasonable adjustments needed to ensure all pupils are fully included.

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

Our school follows the Oxfordshire County Council admissions policy, which ensures that all children are considered for admission in a fair and inclusive manner. We welcome applications from all prospective pupils, including those with special educational needs (SEN) or disabilities.

In line with statutory requirements, we admit any child whose Education, Health and Care Plan (EHCP) names the school, before any other places are allocated. We never reject an application where we are able to meet the child's needs, and we work closely with families and the local authority to ensure appropriate support and provision can be put in place.

We are committed to inclusion and strive to make all reasonable adjustments necessary to support access to learning for every child.

13. 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:

- We provide extra pastoral support for listening to the views of pupils with SEN by providing draw and talk alongside a nurture staff team who always make time to listen.
- We have a soft start for children who need extra support with social or emotional development.
- We have a 'zero tolerance' approach to bullying. We prevent bullying by openly discussing bullying behaviours and regularly reinforcing our strong school values, including kindness and respect.
- Pupils with SEN are encouraged to take part in Pupil Parliament.

14. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To ensure a smooth and supportive transition for children with special educational needs (SEN), we implement the following arrangements:

- Both the current teacher and the receiving teacher are invited to attend a final SEN meeting in the summer term to ensure key information is shared and continuity of support is maintained.

- Towards the end of the summer term, children begin scheduled transition sessions with their new teacher. These sessions build your child's sense of familiarity and predictability for the academic year ahead.

- For some children, a personalised transition booklet is provided to take home over the summer holidays. This may include photos, names of staff, key routines, and a visual guide to the school day. Some children may receive a holiday countdown and a picture of their new classroom and teacher to help with familiarity.

- In some cases, children and their families are invited into school during INSET days at the start of the new academic year. This visit offers a quiet opportunity to explore the classroom environment, meet staff, and become confident in practical routines such as where to hang coats and store belongings.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Moving on to secondary school- the SENCo of the secondary school will have a meeting with our SENDCo and/or Year 6 teacher. They will discuss the needs of all the children who are receiving SEN support.

Children will be supported in preparing for their move to secondary school through a range of structured activities. These include exploring with a typical secondary school timetable to help them understand how the day is organised and what to expect.

They will also be supported in developing their independent organisation skills, such as managing their own equipment and understanding routines.

Targeted academic support will be provided to help plug any gaps in knowledge, ensuring children feel confident in their learning as they move on. In addition, children will be given opportunities to talk about their feelings and worries about transition through dedicated discussion sessions, helping them to feel reassured and prepared.

15. What support is in place for looked-after and previously looked-after children with SEN?

Becky Costello (Headteacher) will work with Gaby Sandford, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

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

16. What should I do if I have a complaint about my child's SEN support?

At St Blaise School, we encourage open communication and aim to resolve any concerns quickly and informally where possible. If you wish to make a formal complaint, please follow our Complaints Policy, available on the school website or from the school office.

Complaints about SEN provision in our school should be made to the SENDCo in the first instance.

If you don't feel your complaint has been listened to and resolved, the next step is to meet with the headteacher. If you still need to raise your concerns, you are invited to contact the Chair of Governors.
Please see the school's complaints policy on our website.

If you are not satisfied with the school's response, you can escalate the complaint.

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 has discriminated against your child because of their SEN, 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.

Oxfordshire County Council provides independent disagreement resolution and mediation services through **Global Mediation**. This service helps resolve disputes around EHC needs assessments and plans without going to tribunal.

Families can contact Global Mediation at www.globalmediation.co.uk, by phone at 0800 064 4488, or email at sen@globalmediation.co.uk.

17. What support is available for me and my family?

If you have questions about SEN, 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's Local offer.

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

SENDIASS Oxfordshire is also available at www.oxfordshire.gov.uk/sendiass, by phone at 01865 810516, or email at sendiass@oxfordshire.gov.uk.

For a comprehensive directory of local support services, visit Oxfordshire County Council's page on support for parents and carers of children with SEND: www.oxfordshire.gov.uk/residents/support-parentscarers.

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

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

18. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN 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 (EHC) 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
- **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 SEN
- **Graduated approach** – an approach to providing SEN 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
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **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 and disabilities coordinator
- **SEN** – 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
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages