Special Educational Needs and Disabilities Information Report

Garsington CE Primary School



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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.

You can find it on our website at https://www.garsingtonprimary.org/872/send-report-and-sen-policy

Alternatively, you can ask a member of staff to send you a copy of the 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 SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	EXAMPLES OF CONDITIONS
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Mental health difficulty such as anxiety
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 co-ordinator, or SENCO

Our SENCO and inclusion lead is Kim Bews.

She has 12 years of experience in this role and has worked as a teacher across the primary age range for an additional 10 years. She is a qualified teacher and achieved the National Award in Special Educational Needs in 2016 and is one of our assistant head teachers.

Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

In the last year we have had training on responding to behaviour from Point5 behaviour support. The Mulberry Bush have delivered staff training on ‘An introduction to attachment informed practice’ and ‘An introduction to brain development’. From our speech and language therapist relevant staff have received ACC training for children that are pre-verbal.

In October 2026, we are starting an 18 month training programme called Oxfordshire Relational Schools Programme designed to embed trauma-informed, relational, and restorative practices across the school.

Teaching assistants (TAs)

We have a team of 9 TAs who are trained to deliver SEN provision.

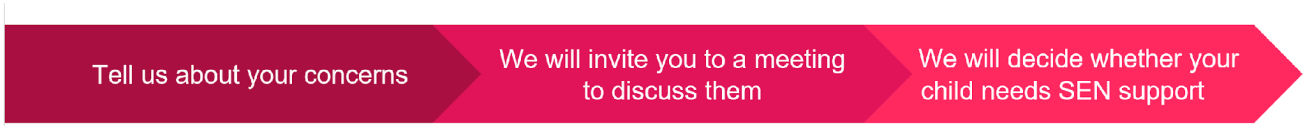
We have teaching assistants who are trained to deliver Read Write Inc sessions and interventions such as precision teaching, Literacy Gold interventions, Nuffield Early Language intervention and Lego therapy.

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 SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- Special education needs support service for children with hearing impairments
- Special education needs support service for children with communication and interaction needs
- Special education needs support service for children with complex needs
- Behaviour Support Advisory Teachers
- GPs or paediatricians
- School nurses and health visitors
- 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 SEN?



If you think your child might have SEN, the first person you should tell is your child's teacher.

To request the email address for your child's class teacher email office@garsingtonprimary.org

If appropriate, the teacher will pass the message on to our SENCO, Kim Bews, who will be in touch to discuss your concerns.

You can also contact the SENCO directly at kbews@garsingtonprimary.org or by phoning 01865 257141.

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

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

If we decide that your child needs SEN support, we will notify you and your child will be added to the school's SEND register. We will write a pupil profile detailing your child's strengths, needs and strategies to support them and will provide you with a copy.

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

The progress of the children is assessed at regular intervals by staff as part of the school's tracking process (see Assessment Policy). Where progress is slow, the first response is high quality targeted teaching. Slow progress and low attainment do not necessarily mean that a child has SEN.

All those working with children are aware of SEN and are on the lookout for any children who aren't making the expected level of progress.

In deciding whether to make special educational provision, teachers will speak to the SENCO, who will consider all the information gathered from within the school about the child's progress, alongside national data and expectations of progress.

Where more specific assessment is deemed to be necessary, this will be carried out by the SENCo, who may then involve other professionals from outside the school. The information gathering will include an early discussion with the pupils and parents/carers. Garsington CE Primary School recognises that parents/carers know their children best and we ensure we listen to their views.

Criteria for identifying SEN may include:

- A child's early history and/or parental concern
- Low entry profile
- Low Foundation Stage profile
- A pupil's lack of progress despite receiving targeted support
- Low achievement in the National Curriculum i.e. significantly below the suggested level for their age in Reading, Writing or Maths
- Requiring greater attention in class due to behavioural/learning needs

- Requiring specialist material/equipment or support for sensory/physical needs

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

If your child does need SEN support, their name will be added to the school's SEN register, and a pupil profile will be written to support them.

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?

We will provide reports on your child's progress twice a year.

Your child's class teacher will meet you 3 times a year to:

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

We know that you're 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.

If you have concerns that arise between these meetings, please contact your child's class teacher. To contact the class teacher email office@garsingtonprimary.org to get their email address.

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 2 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
- Answer questions with an adult they know, complete drawings or be observed

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

Your child's teacher is responsible and accountable for the progress and development of all the children 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 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 include:

- Children being involved in their own learning
- Children receive feedback on progress through discussions with teachers and marking. Self-evaluation is encouraged.
- Small group daily phonic lessons using Read Write Inc across Early Years, Key Stage 1 and Key Stage 2 where appropriate.
- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Learning walls in classrooms to support the learning of English and Maths
- ICT is used to support learning, including computer programmes such as Literacy Gold and times table rock stars

- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, pencil grips, sound amplification systems, fidget bands around chair legs etc.
- Some classes/identified pupils may be allocated support staff and have access to guided group work
- External agencies can provide advice and may offer individual or group tuition depending on a pupil's individual needs.
- All classes have a visual timetable on display which details the daily planned activities. Some pupils may have their own individual timetable.
- The school's physical environment is accessible to all learners, including those with disabilities.

The school's accessibility plan is reviewed termly and a copy can be requested through the school office or by emailing office@garsingtonprimary.org. The plan covers increasing the extent to which disabled pupils can participate in all areas of the curriculum.

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 outcomes each term on their pupil profile
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will 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 through applying for additional funding or an Education, Health and Care Plan.

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 (one night) and Yenworthy in Year 6 (4 nights).

All pupils are encouraged to take part in all aspects of school life including sports day, trips, visitors etc

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make reasonable adjustments that are needed to make sure that they can be included.

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

The In-Year Fair Access Protocol is part of the admission arrangements for River Learning Trust as it is for all state-funded mainstream schools in Oxfordshire.

The Protocol is published on the County Council's public website.

https://www.oxfordshire.gov.uk/residents/schools/apply-school-place/year-transfers/year-fair-access

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:

- All classes follow a PSHE (Personal, Social, Health and Economic education) curriculum called 'Jigsaw'.
- Teachers identify children who would benefit from individual/small group interventions to develop their social and emotional skills.
- Some teaching assistants are trained in mental health awareness.
- Use of Mulberry Bush social and emotional curriculum.
- Groups to develop social skills and enhance self-esteem.
- Lunchtime and after school clubs eg. Sport, cooking, art.
- Whole school responsibilities.
- Additional support for children struggling at lunchtimes.
- Anti Bullying policy and procedures (see website).
- E-safety and cyber bullying is addressed at an age appropriate level.
- Transition preparation.

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

Early Years Transition

- All settings are contacted where children have attended somewhere prior to starting school.
- SENCO and/or class teacher attend transition meetings for pupils with SEN making the transition from pre-school to Nursery or Reception. Class teacher visits child in their previous setting where necessary.
- Parents are invited to a pre-admission meeting.
- All children have a home visit and invited to two transition visits before the Summer.
- Children can attend a big buddy event during at the start of the Summer.

Moving on at Year 6

- Key staff and often some Year 7 students from the secondary school visit to speak to the Year 6 pupils transferring to their school.

- All pupils in Year 6 are invited to a familiarisation day at their secondary school. Children are prepared for the visit and given information in advance as necessary.
- Additional visits to the secondary school may be arranged for individuals or groups as needed.
- Transition arrangements are planned at Year 6 Education, Health and Care Plan reviews. Secondary schools are invited to attend.
- SENCO attends Year 6 to Year 7 SEN transfer meeting.
- Use of social stories/transition books.
- A planned programme of transition, which may include mentoring to help prepare children.
- Class teacher/ SENCO meets with key staff from new school.
- Pupil profiles for identified pupils are shared with secondary schools.
- Information transferred in advance of move.

Moving Schools

If your child is moving to another school we will:

- contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- Make sure that all records about your child are passed on as soon as possible.
- Make a transition book/social story for them, if we feel it will help to prepare a one page profile for the new school.

If your child joins us from another school we will:

- Contact the school SENCo to find out any special arrangements or support that needs to be made for your child.
- Meet with parents to discuss any concerns and plan any support.
- A visit to their previous school and visits to the school prior to the admission date may be arranged.

Moving Classes

- A hand over meeting will take place between the present and the new teacher.
- Transition visits to new classes are planned in the second half of the summer term. Identified pupils have additional visits to the new class.
- Social stories and transition books for children who would benefit.
- Meet the teacher meetings take place early in the autumn term which give a chance for parents to find out about arrangements for such things as homework, the curriculum topics and reading expectations.
- Teachers/TA's will spend time with children that require additional support where possible in the term before moving.

15. What support is in place for children we care for and previously children we care for with SEN?

Kim Bews is our designated teacher for children we care for and previously children we care for, she will work with teachers to help them understand how children we care for and previously children we care for's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are children we care for or previously children we care for will be supported much in the same way as any other child who has SEND. However, children we care for 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.

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

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

Access to the school's complaint procedure can be found on our website: https://www.garsingtonprimary.org/992/complaints-procedure

A meeting will be arranged, which may include the Headteacher and/or SENCo, to discuss the concern. Parents can request an appointment with the Headteacher directly.

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 SEN 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 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.

17. 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's local offer:

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

Free impartial information, advice and support on SEN and disability matters for parents, carers and young people is available through Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS). SENDIASS can be contacted on 01865 810516 / 07786524294 or by email at sendiass@oxfordshire.gov.uk. https://www.sendiass-oxfordshire.org.uk/

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

- IPSEA
- SEND family support
- NSPCC

- Family Action
- Special Needs Jungle

18. Glossary

- **AAC - Augmentative and Alternative Commuication -** communication methods used to supplement or replace speech or writing for those with impairments in the production or comprehension of spoken or written language.
- **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 4 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.
- **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 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 which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. 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
- **SENCO** – the special educational needs co-ordinator
- **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 which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages