



ENSTONE PRIMARY SCHOOL

Special Educational Needs and Disabilities (SEND) Information Report 2025-26

What is meant by “Special Educational Needs and Disabilities?”

A child or young person (CYP) has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A CYP is considered to have a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of others of the same age.
- OR**
- Have a disability which prevents or hinders them from making use of educational facilities of a kind general provided for others of the same age.

(Code of Practice 2014)

How do you go about finding out if my child has SEND?

This school believes that high quality teaching that is appropriately differentiated for individual pupils is the first step in responding to possible special educational needs. Progress is reviewed every term using a variety of assessments and this data is analysed by the Headteacher and Senior Leadership Team (SLT) to review individual pupil progress and shape teaching that plans for their next small steps. Identifying needs early is key. The insight of parents/carers and the pupils themselves is also a necessary and important part of the assessment and planning progress.

For more detailed information on the process for establishing need, please see the school’s SEND Policy document. <https://www.enstone.oxon.sch.uk/send/>

What happens if my child is not making the same progress as other children?

If the school has concerns that a child is finding certain aspects of learning hard then we will bring together all the information needed to get a more detailed picture of the child’s needs. The school uses Oxfordshire County Council’s “Identifying and Supporting Special Educational Needs” handbook (2014) as a way of helping to identify SEND and determine what level of support should be expected. This is intended to help all schools have the same approach, wherever they are in Oxfordshire, and covers the four broad areas of SEND:

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

For pupils that need SEND provision, the school operates a graduated response to their needs. This acknowledges that some CYP will benefit from specific support from school or external agencies and as such will be categorised as requiring SEN support. They will be placed on the school's SEN register, which is monitored centrally by the local authority.

What support is available for a child with identified SEND?

This will vary depending on the child's needs, but could include:

- Use of individual, pair and small group activities to teach specific skill.
- Access to suitable individual or small group intervention programmes.
- Models, images and multisensory resources to promote understanding.
- Any adaptations needed to the physical environment to help with access to learning.

What specific resources does this school offer?

A range of support is available.

Communication and Interaction

- Spirals programme (language and social skills group)
- Talk Boost (language and communication programme)
- Individual social stories

Cognition and Learning

Literacy:

- Booster Phonics using the approved school scheme (Bug Club Phonics)
- Precision teaching (individual word reading and spelling for HFW)
- Launch into Reading Success (phonological awareness training – pre reading skills)
- Literacy Gold online program (spelling patterns)
- New Reading and Thinking (reading comprehension skills programme)
- Reciprocal reading (reading comprehension skills)

Mathematics:

- Plus One (individual programme)
- Power of Two (individual programme)
- Teacher-led maths "catch up" groups including pre-teaching and catch up.

Social, Emotional and Mental Health

- Individual behaviour plan or pastoral support plan
- Individual risk assessments
- Planning for transition times
- Individual visual timetables

Sensory and/or Physical

- Disabled toilet, shower and changing facility
- Building fully accessible via ramps and disabled doors
- Lift available in hall building
- Adaptation of resources or tasks as needed
- Provision of IT (computing) equipment/software if needed

What specialist expertise does the school have access to?

There are members of staff within the school who have specific expertise in SEND and who are trained to support children and deliver intervention programmes.

Additionally, the school can draw on the services of a range of external professionals including:

- Special Needs Advisory Support Teacher (SNAST). *This is a traded service, and the school buys the equivalent of half a day per half term.*
- Educational Psychologist (*Directed by the Local Authority to carry out statutory work*)
- Special Educational Needs Support Service (SENS). *This includes the Physical Disability Team, Visual Impairment Team, Hearing Impairment Team, Communication and Interaction Team.*
- The Integrated Therapies Team. *This includes Physiotherapy, Occupational Therapy and Speech and Language Therapy.*
- SEN ICT and Augmentative and Alternative Communication Team.
- School Health Nurse
- CAMHS (*Child and Adolescent Mental Health Service*)
- CAHBS (*Child and Adolescent Harmful Behaviours Service*)
- LCSS (Locality Community Support Service)

Both the school and parents/carers can access a wider array of services by searching through the Local Authority's **Local Offer**. Please follow the web links at the end of this document to access information and support from the local authority.

How are pupils with SEN helped to access activities outside of the classroom?

All pupils 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/carers and young people when planning trips so that everyone is clear about what will happen.

How is a pupil with SEND monitored to ensure they are making progress?

All pupils on the SEN register will have an individual Pupil Profile that clearly states strengths and needs and the relevant strategies and interventions needed to work towards achieving personal outcomes. These pupil profiles are reviewed and updated with parents and pupils three times a year and the rates of progress made will inform what the next steps will be in their learning.

The school also monitors the equality and effectiveness of individual and group interventions by scrutinising practice through lesson observations and provision management of intervention plans.

Who is responsible for SEND in the school?

The day-to-day management of SEND is the responsibility of the Headteacher, who is also the SENDCo. She works alongside the SNA/ST to manage and monitor provision for children with SEND.

The headteacher/SENDCo is Mrs Sarah Mann. She may be contacted via the school office:

office.2103@enstone.oxon.sch.uk

Telephone: 01608 677268

The school governor with responsibility for SEND is Mrs Denise Caswell. The SEND governor regularly meets with the SENCo and reports back to the full governing body.

The school's SEND policy can be found on the school website.

www.enstone.oxon.sch.uk

If I have a concern regarding SEND, who do I go to?

In the first instance it is always best to discuss any concerns you have about your child with their class teacher. If issues remain unresolved, then the matter should be referred to the Headteacher/SENCo.

What is an Education, Health and Care Plan (EHCP)?

An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs. The creation and delivery of an ECHP will be led by the Local Authority, with schools developing and reviewing plans and provision with parents.

Useful web links

Oxfordshire County Council's guidance "Identifying and supporting Special Educational Needs in Oxfordshire schools and settings" may be found at:

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>

For information about a range of specialist support services go to the Oxfordshire County Council SEN web pages at:

<https://www.oxfordshire.gov.uk/cms/public-site/support-services-send>

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>

If you'd like impartial advice from SENDIASS (SEN and Disability Information, Advice and Support Service), formerly Oxfordshire's Parent Partnership Service, contact:

<https://www2.oxfordshire.gov.uk/cms/public-site/sendias-oxfordshire>

For Oxfordshire Family Information Service, contact:

fis.enquiries@oxfordshire.gov.uk

01865 323332

www.oxfordshire.gov.uk/familyinformation

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