Kirtlington

C.E. School

SEND Information Report, 2025-2026

This report is intended to set out information about our provision for children with Special Educational Needs and Disabilities (SEND). It will be updated annually and made available to parents through our website and as a paper copy, which can be requested through our school office.

1. Our School

Kirtlington CE Primary School provides for children and young people with a wide range of special educational needs including those with:

- **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 with anxiety, or ADHD;
- **Physical and/or Sensory needs** – this includes children who have visual or hearing needs, or a physical disability that affects their learning.

Our special education needs co-ordinator (SENCo) is the headteacher Mrs Kyla Bates. She can be contacted via the school office: office.3500@kirtlington.oxon.sch.uk

Our governor with responsibility for SEND is Mrs Sheila Wilkes.

Our separate SEND Policy can be found in the school policies section of our school website: Kirtlington SEND Policy

Staff at Kirtlington CE Primary are committed to ensuring that our school is a fully inclusive, happy one where children are nurtured and supported to achieve excellence. As such, all children are offered the same opportunities and included in all school activities regardless of their area of additional need.

2. How do we identify and help pupils with Special Educational Needs?

The school uses Oxfordshire County Council's guidance: Oxfordshire Guidance for Special Educational Needs (SEN) Support September 2020. This 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:

OCC SEN Guidance 2020

A graduated approach is used to identify and meet the needs of children with SEND, with a repeating cycle of assess – plan – do – review informing all provision.

3. How do we work with parents and pupils?

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 in meetings held 3 times a year: typically in October, February and June.

There are also opportunities for parents and children to contribute to our policies on SEND and Equality. We do this by asking for feedback on our annual parent questionnaire and by meeting with children in our pupil focus group. Parents may speak to their child's teacher or contact the office to make an appointment with the SENCo or headteacher at any point during the school year.

4. Adapting the curriculum

We offer a broad and balanced curriculum for all children and young people including those with SEND. Details are published on the school website. The learning opportunities all children experience at Kirtlington CE Primary School are adapted and tailored to suit their needs. The learning could be differentiated by task (by being given a different activity to complete), the level of support a child receives during the lesson (from an adult or his/her peers), through use of a range of resources (which may include items such as a sloping writing desk, a wobble cushion, pencil grips, sand timers etc) or by outcome (the amount or nature of work expected to be completed by the end of the lesson). Using a variety of types of adaptation enables all children to learn and achieve in a way that best suits their learning style. At Kirtlington, we have thought carefully about lighting and displays in our classrooms through the use of lamps, fairy lights and natural colour tones to support those with sensory sensitivities.

Specific support for children with SEND varies depending on individual need but can include:

- Use of individual, paired and small group activities to teach specific skills;
- Access to suitable individual or small group intervention programs such as Precision Teaching, small group multiplication table practice group, toe-by-toe, Little Wandle Catch-Up Programme, zones of regulation or Spirals language group.
- More bespoke intervention and support based around the principles of 'pre-teaching' where a need might be less significant;
- Movement breaks and regular access to sensory support equipment
- Inclusive strategies to support sensory and emotional needs
- Speech and language therapy
- Play Therapy
- Nuture/social groups
- Emotional Literacy Support Assistant (ELSA) sessions

- 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.

5. What expertise can we offer?

Our Headteacher / SENCo holds the NASENCo award, the national qualification for SENCos, and is an experienced SENCo. Teachers and Teaching Assistants at Kirtlington are experienced and have high expectations for pupils with SEND. We offer a high-quality universal provision for our pupils where teachers are well trained and confident to deliver an accessible curriculum adapted for a wide variety of needs. Teaching Assistants are trained to support teachers in daily classroom provision for a range of pupils as well as deliver individual and group interventions. New staff undergo induction, and additional training where appropriate.

Training is delivered for staff by both in-house expertise and external advisors. We have access to a range of specialist support services who offer both advice and training.

- Educational Psychologist
- Play Therapist
- Oxfordshire Special Educational Needs Support Services (SENSS), who support children with communication and language (also Autism Outreach), sensory needs and physical needs
- Child and Adolescent Mental Health Services (CAMHS)
- Oxfordshire School Inclusion Team
- Early Years SEN Team (EYSENIT)
- Behaviour Inclusion Officers
- Locality and Community support service (LCSS) and Family Solutions
- Integrated Therapy Services (Speech Therapy, Occupational Therapy, Physiotherapy)
- Children's Social Care

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages: Oxfordshire SEND Local Offer

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.

6. How do we evaluate the effectiveness of our SEND provision?

We measure children's progress in learning against expectations for the end of each year group, as set out in the 2014 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 / headteacher. Where a child is working outside the National Curriculum due to Special Educational Needs they will be assessed using alternative measures, such as Pre Key Stage standards or the Engagement Model.

We track progress through assessments across the school year using a variety of methods including against the Early Years Foundation Stage Profile, end of Key Stage statements; through standardised tests, through published materials (such as those from Cornerstones, Little Wandle, NARA reading age test, Parallel spelling age test, Holborn Reading Assessment, Number Stacks assessment, Sandwell maths age test and White Rose), and

through discussion and observation of pupils and their work. We track interventions using baseline and exit assessments. Small steps of progress are measured and recognised.

Attendance is carefully monitored of all pupils, including those with SEND. Where attendance is low, discussions with parents will take place and appropriate actions will be taken to support the child such as making adjustments to their daily timetable or provision. All pupils, including those who are not making expected progress, are then discussed during termly pupil progress meetings, in which the headteacher will discuss with the class teachers the reasons why any individual might be experiencing difficulty and, from a further discussion with the SENCo, decide what further support can be given to aid their progress.

The graduated approach ensures that provision for individual children is constantly evaluated and termly reviews address whether support is effective.

Interventions and support are co-ordinated by the SENCo on a provision map to ensure effective use of time, resources and expertise. This is revisited and updated each term with interventions ceasing where children have met targets or being replanned where these have not been met. The 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 future.

7. How are pupils with SEND supported to access 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. We provide social stories about what to expect on the trip to help to support the children which are shared in school and at home.

There is information about activities and events for disabled children and those with SEN in Oxfordshire in the Family Information Directory:

Family Information Service

Oxfordshire's accessibility strategy can be read at:

Oxfordshire accessibility strategy

8. How do we support the wellbeing of children with SEND?

It is vital that the emotional wellbeing of children with SEND is closely monitored. The school employs an Emotional Literacy Support Assistant (ELSA) who offers nurture support for children in addition to focussed intervention sessions. We offer play therapy for our most vulnerable pupils, iRock music lessons which happen once a week, and all classes get to participate in Forest School sessions throughout the school year. All pupils participate in the 'My Happy Mind' programme to support good mental health and wellbeing. The Social, Emotional and Mental Health needs of children is regularly assessed using measures such as the Strengths and Difficulties Questionnaire (SDQ). The school continues to develop a sensitive, inclusive culture as part of our vision that everyone matters. We recognise that children with SEND can be vulnerable to feelings of low self-worth, bullying and social exclusion, and need to be supported and encouraged to develop in confidence and independence. The sharing of information about children's needs and responses in school allows all staff to respond in the most supportive way possible.

All children have the opportunity to share their views through their school council representatives, pupil voice activities, collective worship and during classroom lessons.

We listen to the views of children with SEND by conducting pupil voice opportunities.

We help to prevent bullying of all children, including those with SEND, by having a whole school positive behaviour strategy which is consistently applied, moral and social lessons including RE and RHE, anti-bullying activities and collective worship. Alongside this we use restorative practise to help support children with conflict resolution. Our school vision 'We love our neighbour, just as Jesus Christ loves us' is strongly embedded throughout the school. Any reports of bullying are taken very seriously and are dealt with by the school leadership team.

9. Joining the school and moving on

We encourage all new children to visit the school before starting. If there are any specific SEND needs, meetings can be arranged with the head teacher / SENCo before joining the school. Children new to Nursery or Reception are invited into school for an induction session and invited to a welcome meeting before starting.

Transition to secondary is overseen by the head teacher and Year 6 class teacher for any pupils with additional needs. Relevant and detailed information is passed on about all children, including those with SEND or those who are anxious about the transition and would benefit from extra visits/transition program. Where an Education Health and Care Plan (EHCP) is in place, the Annual Review process ensures that all parties involved have an input and agrees any necessary action, which is then put in place to facilitate a smooth transition.

10. Who should I contact for more information?

Any concerns 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 SENCo, and there will then be a further conversation with parents to feedback findings and discuss the next steps. An appointment can be made with the SENCo / headteacher by emailing the school office.

SENDIASS (Special Education 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

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:

Family Information Service

Oxfordshire's Local Offer contains lots of information for parents. It is available at the following link:

Special educational needs and disability: The local offer