Oxford Diocesan Schools Trust
St Mary's Convent
Denchworth Road, Wantage
Oxford, OX12 9AU
odst.governance@oxford.anglican.org
www.odst.org.uk

Statutory:	Policy provided centrally for adoption by schools with minimal amendment to the core text. Changes are allowed to the text where indicated

SEN Information Report 2025-2026

Dr Radcliffe's Church of England primary school

Approved by:	**EQSI**
Date:	**October 2026, no changes**
Next review date:	**31 December 2027**

Contents

1. What types of SEN does the school provide for? **4**

2. Which staff will support my child, and what training have they had? **4**

3. What should I do if I think my child has SEN? **5**

4. How will the school know if my child needs SEN support? **6**

5. How will the school measure my child's progress? **7**

6. How will I be involved in decisions made about my child's education? **8**

7. How will my child be involved in decisions made about their education? **8**

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

9. How will the school evaluate whether the support in place is helping my child? **9**

10. How will the school resources be secured for my child? **9**

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND? **10**

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability? **10**

13. How does the school support pupils with disabilities? **10**

14. How will the school support my child's mental health and emotional and social development? **10**

The children's well-being is at the heart of everything we do. All staff have been trained on Mental Health in Children and are aware of the signs and symptoms to look out for, as well as what to do to help. **10**

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood? **11**

16. What support is in place for Children We Care For (children looked after by the Local Authority) and previously looked-after children with SEN? **12**

17. What should I do if I have a complaint about my child's SEN support? **12**

18. What support is available for me and my family? **12**

19. Glossary **13**

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, which can be found on our school website.

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?

Dr Radcliffe's is an inclusive mainstream school. We fully comply with the requirements outlined in the Special Needs Code of Practice (2014). Staff have training and experience to be able to meet the needs of learners who may have difficulties with:

- Cognition and learning
- Speech, language, communication and interaction
- Social, emotional and mental health
- Sensory and/or physical needs

Children on our current Special Educational Needs and/or Disabilities (SEND) register have needs in some or all or the four areas listed above. We will always make reasonable adjustments to our practices in order to comply with the Equality Act of 2010 (e.g. providing an additional adult to accompany a child on an out of school visit.)

2. Which staff will support my child, and what training have they had?

We ensure that the teachers and teaching assistants have the skills that they need to teach the range of SEND in their class through teacher training and professional development using in school and external professional development.

Where more specific intervention is required, staff are trained to deliver evidence-based interventions to support children in reading, writing and maths. Additional programs recommended by external agencies are also in place to support area of challenge, e.g. social skills, handwriting and fine motor, emotional literacy.

This year, some of the training that has been accessed by staff includes:

- Meeting the needs of neurodiverse learners
- Anxiety and Autism
- Pathological Demand Avoidance
- ADHD – Understanding ADHD in young children and practical strategies and ideas to support
- Supporting Emotional Intelligence and Behaviour in young children – Explore personal, social and emotional development in early years, including attachment, brain development and well-being strategies to support young children
- All things behaviour
- Understanding and promoting positive behaviours for autistic children
- Understanding Trauma
- An introduction to understanding the impact of trauma on children and young people to develop a trauma-informed approach.
- All things sensory
- A workshop exploring the sensory needs of autistic children and practical strategies to support their needs.
- Autism and girls
- Exploring differences and diagnosis. Understanding how autism impacts girls and practical strategies to support their needs.
- Supporting children with pathological demand avoidance
- Understanding pathological demand avoidance and practical strategies to support young children
- Promoting positive behaviour
- Looking at the causes of behaviours that challenge and practical strategies for all young children in early years and KS1

- Promoting positive mental health in young children
- Examining the causes of mental health difficulties, learning about anxiety and trauma and strategies to promote good mental health
- An introduction to making sense of behaviour, and an introduction to brain development and the impact of trauma
- Attachment Theory
- Best practice advice for schools on working with adoptive and special guardian children and families.

Our school's Special Educational Needs Coordinator (SENCO) has completed the National Accreditation and is supported by the school's Higher-Level Teaching Assistants who offer specific skills and expertise in managing pupils who require support with their social, emotional and mental health needs.

Training the SENCo has accessed this year is:

- Insights from Ofsted's New Inspection Model – Alternate Provision and Inclusion
- Understanding EBSA Part 2 - Working in Partnership with Parents
- LCSS Early Years Early Help networking Event – in person Banbury
- Modelling Writing - Julie Sargeant
- Developing Meaningful Engagement in Specialist
- Behaviour as Communication - SEMH support
- Governors and SEND Data for Senior Leaders - Ofsted
- Ofsted Briefing Session, Oxford Library, Westgate Centre.
- Practical Implementation of Inclusion
- Using the Early Years SEND Indicators Tool
- Preparing for the New Ofsted Framework - A Head teachers feedback from a recent inspection
- Planning and reviewing: SEND support plans/Pupil profiles for Early Years children
- Allergy and Anaphylaxis training
- A Jungian Approach to Healing through Art
- Attention Autism and also May I Join You?
- Level 3 Safeguarding Children Level 3

In addition to using our staff expertise, we work closely with range of outside agencies from education, health and social services to support a wide range of special educational needs. Below is a list of professionals and organisations we collaborate with in your school:

- Speech and Language therapists (SaLT)
- Educational Psychologists from the Educational Psychology Service (EPS)
- the Special Education Needs Support Service for Communication and Interaction (SENNS C&I)
- The Special Educational Needs Support Service for Physical Disability (SENSS PD)
- The Special Educational Needs Support Service for Hearing Impairment (SENSS DHS)
- The Special Educational Needs Support Service for Complex Needs (SENSS DSCN)
- Occupational Therapists
- GPs or Community Paediatrics
- Child and Adolescent Mental Health Services (CAMHS)
- County Attendance team

- Early Help
- Social Care
- Voluntary sector organisations
- SEN Officers
- The Mental Health Support Team (MHST) and Education Mental health Practitioners (EMHPs)

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

If you think that your child might have SEN, please book a meeting with the Class Teacher to talk about your concerns.

Tell us about your concerns	We will invite you to a meeting to discuss them	We will decide whether your child needs SEN support
If you think your child might have SEN, the first person you should tell is your child's teacher. They will pass the message on to our SENCO, who will be in touch to discuss your concerns. You can also contact the SENCO directly.	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. 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, we will formally notify you in writing and your child will be added to the school's SEND register.

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

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially and emotionally.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support in or out of class to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO.

The SENCO may observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO or the class teacher will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

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 SEND register, and the class teacher will work with you to create a Pupil Profile (from September 2026 these will be called Individual Support Plans - ISPs) for 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.***

Review
We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer

Assess
If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.



Do
We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan
In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. Teachers will plan support so that pupils can achieve their outcomes, this may be through in class support or intervention out of class.

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 three ISP updates on your child's progress throughout the year, this will be additional time to any parent meeting/consultation process. This is called an SEN review.

As part of this SEN review, your child's class teacher will meet you, 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'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.

After any discussion we will make a record of any outcomes, actions and support that have 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.

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
- 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?

Support in school can take many forms such as adult support in class with 1-to-1 or small group work, with the class teacher or the teaching assistant. The class teacher will also incorporate a range of tools to support learning, where needed, such as additional resources, access to IT or supporting the use of auxiliary aids.

Every teacher is a teacher of every child including those with SEN. We believe that all children have the right to a broad and balanced curriculum. High quality teaching, differentiated/adapted for individual pupils, is always the first step in responding to pupils who have SEN. All staff members are committed to creating an inclusive learning environment in their classrooms believing this to be the key to ensuring children with SEND and/or disabilities are making good progress and eliminating underachievement.

We also recognise there are times when some children require a more personalised curriculum and support in a quieter work space free from distractions. Every child, including those with SEN, is an individual and is treated as such. Support and intervention for children on the SEND register is planned to meet their individual needs. We take a holistic view to supporting children with SEN, encouraging participation in the wider school curriculum.

We work alongside other agencies to provide support for those children whose needs require multiagency partnerships. Sometimes, these professionals may suggest additional resources or strategies that the school can use to support your child.

Adaptations may include:

- Differentiating 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.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis or in small groups as required but will always support the child through strategies that build on increasing their independence
- Access to additional intervention targeted to support your child's needs

9. How will the school evaluate whether the support in place is helping my child?

The head teacher, SENCO and the leadership team regularly monitor and evaluate the quality of provision for all pupils. The SEND governor meets the SENCO termly and visits the school regularly to ensure that the school are following the SEND Policy. The impact of SEND provision on the progress and outcomes for children on the SEND register is measured through:

- Reviewing their progress towards their goals each term
- Analysis of pupil tracking data
- How pupils progress in intervention groups
- Using pupil questionnaires, monitoring work or pupil interviews
- Monitoring by the SENCO or Leadership Team – observations of teaching and learning, monitoring of books, pupil and staff voice
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

When needed, and through consultation and support from the appropriate outside agency professional service, additional equipment and/or facilities will be sourced for children. These resources will be dependent on the need of the child, and the school will work hard to remove any physical barrier to learning and gather equipment necessary to support access to the school and education. These resources could include noise cancelling headphones, writing slopes, pencil grip adaptions, use of ICT, reading frames etc.

Additional Funding or an Education and Health Care Plan will be sought if spending to meet the need of the child exceeds the SEND allocated budget. The School Business Manager, Governors and the school's SENCO monitor the budget for SEND provision closely to ensure the best use of resources.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

We are committed to giving all our children every opportunity to achieve their potential and develop as well-rounded individuals. We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement in the wider curriculum are reviewed with discussions about what can be done to overcome these. We always make reasonable adjustments so that all learners can join in with activities regardless of their needs. The head teacher monitors attendance at after school clubs and pupils with SEND are actively encouraged to choose a club.

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

In accordance with the Code of Practice, our school admissions policy requires children and young people with SEND to be treated fairly. No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision in line with the ODST's admissions arrangements and policy.

This is outlined further in the SEN Policy and Admissions Policy.

13. How does the school support pupils with disabilities?

The school will ensure that pupils with disabilities have incisive access to the curriculum and the school building and environment. We will ensure that steps are taken to prevent disabled pupils from being treated less favourably than other pupils. This will include meetings with relevant outside agency professionals, discussions with the child and parents or carers.

Necessary additional resources and equipment such as auxiliary aids and services will be sought. This is further referred to in the school's accessibility plan, which can be found on the school's website.

14. How will the school support my child's mental health and emotional and social development?

The children's well-being is at the heart of everything we do. All staff have been trained on Mental Health in Children and are aware of the signs and symptoms to look out for, as well as what to do to help.

The school's Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and adhered to by all staff. We have a zero-tolerance approach to bullying (Behaviour Policy/Anti-Bullying policy) in our school and will address the causes of bullying as well as the negative behaviours.

The school has additional Higher-Level Teaching Assistants, who focus on intervention for pupils who require support with their social, emotional and mental health. They work closely with class teachers and the Leadership Team to offer additional support for children in class and in intervention and links directly with parents and carers.

Additional support available to those who need support with their social, emotional or mental health:

- Play Therapy
- ELSA
- Draw It Out
- Break and lunchtime support
- Wellbeing check-ins

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

Between years
To help pupils with SEN be prepared for a new school year we:

- Schedule lessons or a story with the incoming teacher towards the end of the summer term as well as visits to their new classroom
- Provide opportunities for the child to see what their new environment will look like, they may take home a photograph of what their new spaces will look like or a Social Story about their new classroom and teacher
- Provide opportunities for the child to say goodbye to their current teacher
- The final SEN review will focus on transition and this will be discussed with parents

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. The SENCO will ensure that all SEN paperwork is shared securely and swiftly and that there is a sufficient handover. Many of the above strategies used to support between year transitions may also still apply for between school transitions. Where possible, the two schools will work together to organise visits and information sharing.

Between phases
Induction is important to us and we invest time in welcoming our learners in a way that encourages them to feel a part of our setting. Each year we have an induction programme for all children new to Reception class in September.

As part of this process we include:

- Home/nursery visits for children
- Stay and Play transitions sessions in September
- A teddy bears picnic in the summer term
- Staggered starts for smaller groups in September
- Consultation with parents about children's needs and interests
- Induction meetings held for new children and/or parents
- Information about children gathered to share with teachers about each unique child

We have developed links with our feeder nursery school(s) and spend time meeting our new children in these settings before they start school in September.

The SENCo of the receiving school will come into our school for a meeting with our SENCo and/or the class teacher. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition to secondary school by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

- A meeting with the SENCo or other appropriate adult from their receiving school
- Visits to their new school accompanied by a trusted adult

16. What support is in place for Children We Care For (children looked after by the Local Authority) and previously looked-after children with SEN?

We have a named designated teacher for Children We Care For (CWCF) / looked-after children by the Local Authority and previously looked-after children. They are responsible for linking with carers and the Local Authority to make sure that the child has what they need to be successful. They will make sure that all teachers understand how a pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

CWCF will be supported much in the same way as any other child who has SEND. 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.

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

If you are unhappy about the SEND provision made for your child, in the first instance you can speak to the class teacher. Then a meeting may be arranged with the SENCO. If the situation is not resolved, you can request a meeting with the Headteacher.

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. For further guidance, please see the School's Complaints Policy, on the school website.

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.

18. 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 the Local Authority local offer: Special educational needs and disability: The local offer | Oxfordshire County Council

Our local special educational needs and disabilities information advice and support services (SENDIASS). SENDIASS Oxfordshire works within the bounds of the legislation, guidance and quality standards to ensure it provides impartial

information, advice and support to parents and carers of children with SEND, and children and young people themselves through the CHYPSS (Children and Young People's Partnership Service) element of SENDIASS. It promotes partnership between parent and carers, Children, Education and Families Services, schools and other agencies. Information can be found here: SENDIASS Oxfordshire | Information, advice & support in Oxfordshire (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

19. Glossary

- 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