Headteacher: Rachel Cook

Special Educational Needs and Disability (SEND) Information Report July 2026

These pages set out information about our provision for children and young people with special educational needs and disabilities (SEND). They are updated annually.

About our school

Uffington 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.

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

We are a mainstream primary school with 84 children on our roll plus 9 children in our Pre School. 35% are children with SEND of which 4.3% are supported by an Education and Health Care Needs Plan.

SNAST/SENDCO (Special Needs Advisory Support Teacher/Special Educational Needs and Disability Co-ordinator) is Joanne Allott

Joanne can be contacted through the school office via phone on: (01367) 820296 or by email: office@uffingtonprimary.org

Our governor with responsibility for SEND is Bryony Simmons who can be contacted through the school office.

Our SEND policy and Accessibility Policy can be found on our school website under policies at Uffington CofE Primary School - Policies

Our Equality Scheme and Accessibility Plan can be found here

How do we identify and give extra help to children and young people with SEN?

The school uses Oxfordshire County Council's guidance 'OCC SEND Indicators Tool' (2024) alongside strategies from the 'Ordinarily Available SEND Provision' (2023) and 'Inclusive Support Series'.

The guidance 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, agree outcomes, and involve you and your child in this.

Click here to read the OCC SEND Indicators Tool Click here to read the Early Years Foundation Stage Oxfordshire Guidance for Special Educational Needs (SEN) Support.

Click here to read the Ordinarily Available SEND Provision

How do we work with parents and children/young people?

We work closely with children and young people with SEND and their parents. We will always contact parents if we have a concern that a child or young person has a special educational need. We will meet to agree outcomes and to plan how we will all work towards these. We then review and monitor their progress in regular Pupil Profile meetings and at parent consultation meetings. In addition to this, many parents have frequent contact with their child's class teacher as well as the SNAST/SENDCO.

There are also opportunities for parents and children to contribute to our policies on SEND and Equality. We do this by parent questionnaires, focus groups and the school council. Parents may speak to their child's teacher at any point during the school year.

We hold three SEND Coffee Afternoons across the year to allow parents to meet staff and other parents of pupils with SEND.

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. School work is adapted, differentiated and scaffolded to provide challenge to children of all abilities.

Support given to children with SEND varies and is determined by the needs of the individual.

Support may include:

- Detailed assessments to determine the learner's individual needs
- Small group or 1-1 intervention to support learning needs
- Little Wandle catch-up phonics
- Social skills groups
- Nurture groups
- Speech and Language Therapy
- Motor Skills programmes
- Zones of Regulation
- Inclusive strategies to support sensory and emotional needs
- The use of ICT to adapt and allow curriculum access
- Emotional Literacy Support Assistant (ELSA)
- Mental Health Support Team in Schools

Further interventions may include Wellcomm, Language for Thinking, IDL Dyslexia Support, Precision Teaching, Pre- / Post teaching, Social Stories, and Plus One and Power of 2 Maths.

What expertise can we offer?

All teachers continually develop their practice and work closely with the SNAST/SENDCo to ensure pupils receive appropriate support.

Most of the staff are trained in First Aid. Teaching Assistants are trained to support the particular needs of the children they work with and have regular opportunities to develop their role. We also have access to a range of specialist support services including:

- SENSS, Speech and Language Therapists and Communication and Interaction Teachers who support children with communication and language, sensory needs and physical needs
- Child and Adolescent Mental Health Services (CAMHS)
- Oxfordshire School Inclusion Team
- Cambrian Learning Trust Special Needs Team
- Propeller Trust Special Needs Outreach
- Therapy services, including Occupational Therapy, Physiotherapy
- Locality and Community Support Service (LCSS) and Family Solutions Service (FSS)
- SNAST, Special Needs Advisory Teacher
- Mental Health Support Team in Schools
- Early Years Special Educational Needs Inclusion Team (EYSENIT)

Information about these services and what they offer can be found via Oxfordshire SEND local offer | Oxfordshire County Council

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.

How do we know if SEND provision is effective?

The progress of all children is tracked throughout the school using a system of National Curriculum statements related to age related expectations.

In addition, for children/young people with SEN we regularly review progress towards agreed outcomes assessing whether the support that has been in place has made a difference and what we need to do next. We may evaluate this progress against age related expectations or use standardised scores.

When we run special intervention programmes for groups of children, we assess how successful they have been and use that information to decide on how best to run them in the future.

Information about how the governing body evaluates the success of the education that is provided for pupils with SEN is contained in the governors' annual SEND report.

How are children and young people with SEND helped to access activities outside of the classroom?

All children and young people 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 and young people when planning trips so that everyone is clear about what will happen. A variety of lunchtime clubs are offered, and children are signposted to these.

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

http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page

Oxfordshire's accessibility strategy can be read here

What do we do to support the wellbeing of children/young people with SEN?

It is vital that the emotional wellbeing of children with SEND is closely monitored. 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 self-worth, bullying and social exclusion, and need to be supported and encouraged to develop in confidence and independence. The wide sharing of information about your child's needs and responses in school allows all staff to respond in the most supportive way possible.

The Emotional Literacy Support Assistant (ELSA) and Mental health Support Team in Schools (MHST) are available to provide additional wellbeing support for those children who may be experiencing difficulties.

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 at Pupil Profile or Education and Health Care Plan review time, as well regular focus groups and exit interviews.

We take bullying very seriously. We help to prevent bullying of children with SEND by having a whole school positive behaviour strategy, which is consistently applied, moral and social lessons including RE and PSHE, anti-bullying activities and collective worship. Any reports of bullying are taken very seriously and are dealt with by the school leadership team.

Joining the school and moving on

We encourage all new children to visit the school before starting, giving them the opportunity to meet the class teacher and pupils. For children with SEND, we ensure the SENDCO and class teacher are aware of the child's needs and review previous school records.

Some children may have a planned, graduated transition into school.

We begin to prepare young people for transition into the next stage of their education by ensuring information and records are passed to the relevant class teacher. For some children a transition programme may be put into place. The SENDCO and Year 6 class teacher ensure that children with SEND are given the opportunity for extra visits to the secondary school to help ensure smooth transition.

For some children, the Communication and Interaction Team may provide transition sessions to help prepare children for joining Key Stage Three.

Who to contact

If you are concerned about your child, please contact their class teacher. Should it be required, the SENDCO can be invited to attend the meeting.

If you would like to feedback, including compliments and complaints about SEND provision please email the school office. We aim to respond to any complaints within five working days.

If you would like impartial advice from SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) contact details can be found here.

If you would like to know more about opportunities for children and young people with SEND and their families, support groups or information about SEND these are listed in the Family Information Service Directory. Family Information Service (oxfordshire.gov.uk)

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