

St Andrew's Church of England Primary School

Special Education Needs Information Report

As a church school St Andrew's has a distinctive Christian ethos. We believe that 'Everyone is different. Everyone is special. Everyone is our neighbour'. As Jesus taught us to love unconditionally, so we strive to nurture respect for all, to provide a rich and stimulating curriculum that considers the individual and to care for the intellectual, social and spiritual well-being of our whole school community - encouraging positive engagement with the wider world, as affirmed through our school values and parable of the Good Samaritan.

Jesus said, "Love the Lord your God ... and, 'Love your neighbour as yourself.'" Luke10:27



At St Andrew's we are committed to keeping pupils and staff safe. Our school policies are an essential part of the way we safeguard all members of our diverse school. We support democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. These principles help us to listen to each other and learn from each other to create a safe and rich learning environment for pupils and staff alike.

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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 special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy: [St Andrew's Church of England Primary School, Oxford - SEND](#)

The office is also happy to print this out for you.

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	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
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?

At St Andrew's School, we are passionate that we bring out the best in every child. Nowhere is this more evident than in the way that we support children with Special Educational Needs and Disabilities (SEND) through our policies and practices. Below are detailed the staff who will be supporting your child's journey through Primary School.

Our special educational needs co-ordinator, or SENCO

Our Acting SENCO is Mrs Mary Wright.

Mrs Wright has worked at St Andrew's for over 15 years, in a variety of roles and different classes from Reception to Year 6. She has a background in Supporting Children with Literacy Difficulties PGCE and NPQ in SEND Leadership and has been working alongside our previous SENCO for over a year in developing systems around SEND provision.

As Deputy Headteacher, Mrs Wright is in school full time, works across all classes, carries out lunch time duty daily and knows your child well. She is allocated two and a half days a week to manage SEN provision.

She can be contacted on 01865 762396 or sco5679@st-andrews-pri.oxon.sch.uk

Our governor with responsibility for SEND is Sarah Haden.

Home School Link Worker

Mrs Suzanne Walker, our Home School Link Worker (HSLW), offers 1:1 & group support as well as break time drop-in sessions for children seeking additional reassurance & nurture. She is a trained teacher and ELSA (Emotional Literacy Support Assistant). She is able to support families as she has many years' experience in supporting children with additional needs.

Class 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. Staff undertake external training when specific needs of the child require upskilling in a particular area, such as around physical or medical needs. In addition, we have a SEN specialist teacher working in The Nest to support children already on our roll with communication and interaction needs. She offers training and support to teachers and teaching assistants.

Teaching assistants (TAs)

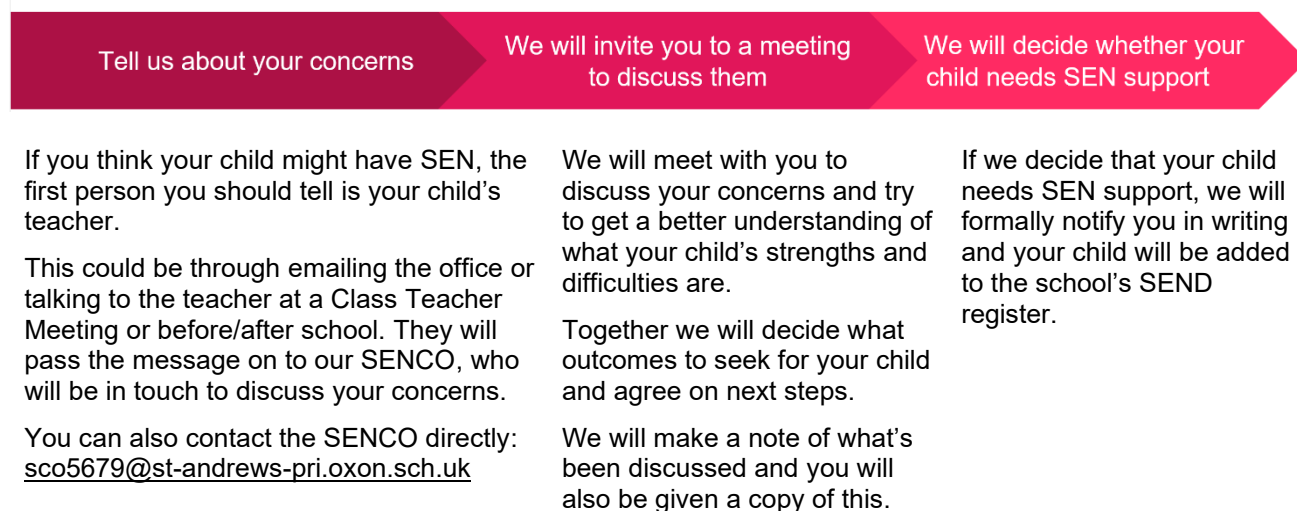
We have an experienced and committed team of TAs, including a higher-level teaching assistant (HLTA) and TAs who are teacher trained, who are trained to deliver SEN provision. Some teaching assistants have specific training to deliver interventions, such as CodeX or Fischer Family Trust (to support reading).

External agencies and experts

Sometimes we need extra help to offer our pupils the support 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
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services and other local authority (LA)-provided support services

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



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

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include in reading, writing, speaking & listening or mathematics.

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 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, and will contact you to discuss the possibility that your child has SEN.

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

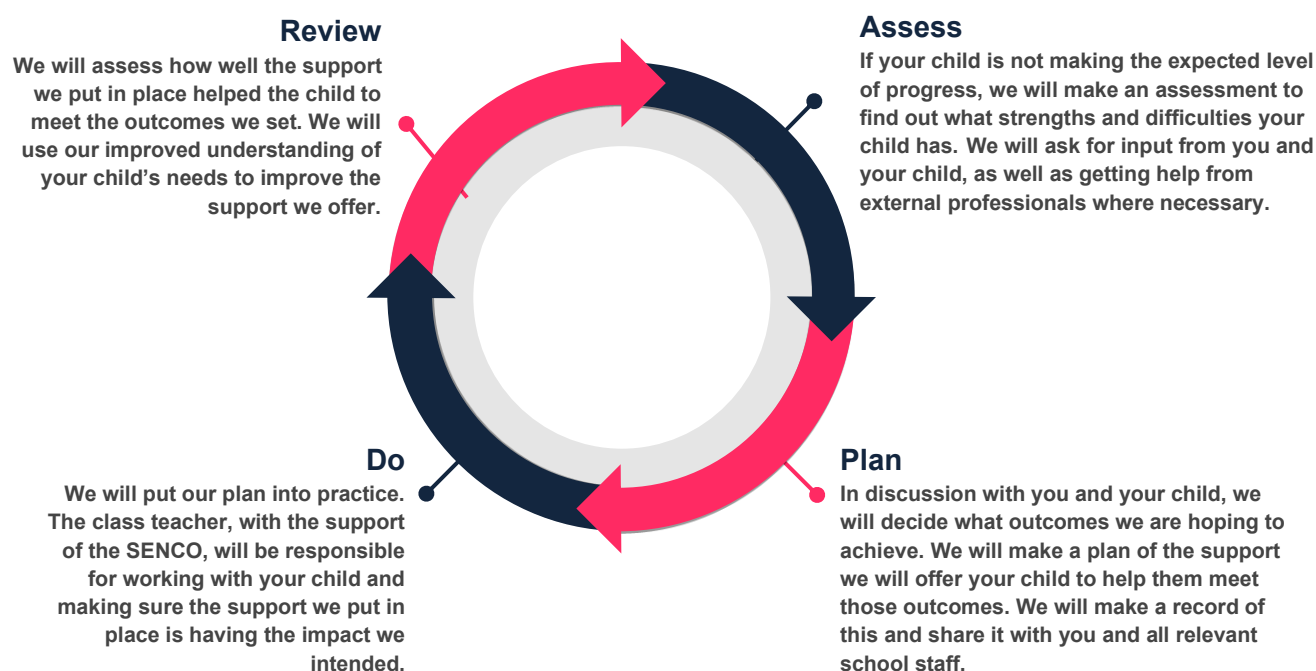
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan 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**.



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?

Your child's class/form teacher will meet you at least once every long term (October, January, March & June) 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. 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 by emailing the school office.

We will also provide a short mid-year report in January and an end of year report in July.

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 two 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 some questions

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 pupils 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 differentiate (or adapt) how we teach to suit the way the pupil works best. There is no 'one 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:

- Adapting our curriculum, content of the lesson, to make sure all pupils are able to access it
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, flexible grouping etc.
- Adapting our resources
 - 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

Below are some examples of interventions and adaptations (which are often ordinarily implemented by teachers, as all pupils benefit):

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables, social stories, self-regulation interventions
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope, writing scaffolds, sentence stems, manipulatives for mathematics
Social, emotional and mental health	ADHD, ADD	Quiet workstation, considered location; ear defenders, fiddle toys
	Adverse childhood experiences and/or mental health issues	Nurture groups with Home School Link Worker
Sensory and/or physical	Hearing, visual, multi-sensory & physical impairment	Specific training for staff, accessibility adjustments, seating for child, neutral colour & limited displays

These interventions are part of our contribution to Oxfordshire's local offer: [Oxfordshire SEND local offer | Oxfordshire County Council](#)

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 goals each term
- Reviewing the impact of interventions each term
- Using pupil voice
- Monitoring by the SENCO
- Using provision maps to measure progress
- 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?

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.

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

All of our extra-curricular activities are available to all our pupils, including our before and after-school clubs. Staff leading these clubs will need information about your child's needs, to ensure adjustments and staffing needs can be met to keep all children safe.

All pupils are encouraged to go on our school trips, including our residential trips in Year 4 and Year 6.

All pupils are encouraged to take part in sport activities and days, special class plays or performances and enhanced curriculum workshops.

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

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

The Local Authority – not the school – is responsible for allocating places at St Andrew's. The oversubscription criteria is followed in descending order of priority:

1. Children who are "looked after"² (LAC) by a Local Authority within the meaning of Section 22(1) of the Children Act 1989 at the time of their application, and all "previously looked after" children (PLAC), including those who appear to this Admission Authority to have been in state care outside England (IAPLAC) and ceased to be in state care having been adopted. Evidence of the previously looked after status and/or the adoption will be requested.

2. Children who live in the catchment area and have a brother or sister on roll at the time of application who will still be attending at the time of entry.
3. Children who live in the catchment area.
4. Children who have a brother or sister on roll at the time of application who will still be attending at the time of entry but live outside the catchment area.
5. All other children who do not live in the catchment area and also do not have a brother or sister on roll at the time of application who will still be attending at the time of entry.

In accordance with legal requirements, children who have an Education, Health & Care (EHC) Plan¹ in which the school is named in Section I must always be admitted.

13. How does the school support pupils with disabilities?

As with all children in the school, the individual needs of the child are understood before their arrival, to ensure that the school is equipped with physical and human resources to best support the child. St Andrew's has accessibility to enable movement through all areas of the school and a disabled toilet.

14. 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 pupils, including those with SEN, are encouraged to be part of the school council, green team or well-being team
- The home school link worker provides extra pastoral support for listening to the views of all pupils, including those with SEN
- There are nurture clubs for pupils who need extra support with social or emotional development
- The approach to managing behaviour is restorative and using PACE. More information can be found in our Behaviour & Relationships Policy. There is a 'zero tolerance' approach to bullying.

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:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term

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.

Between phases

The Reception class teacher and SENCO meet with parents and plan transition. This may include:

- Extra transition times
- Visits to St Andrew's and the Reception class teacher visiting the previous setting

The SENCO of the secondary school meets with our SENCO and class teacher. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for Secondary transition by:

- Extra transition days where needed
- Transition booklet work in the summer term
- Visits from and to Secondary Schools to build familiarity

16. What support is in place for looked-after and previously looked-after children with SEN?

Our SENCO, alongside our Headteacher, will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils (Children We Care For – CWCF) 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?

Complaints about SEN provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy, found on this website page: [St Andrew's Church of England Primary School, Oxford - Policies](#)

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 [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, 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 SEN, 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 published on their website: [Oxfordshire SEND local offer | Oxfordshire County Council](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: [Oxfordshire](#)

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

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEN 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 SEN 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 (EHC) 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 SEN
- › **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 that explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEN. 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 that meets the needs of pupils with SEN

➤ **Transition** – when a pupil moves between years, phases, schools or institutions or life stages