



ASTON AND COTE CHURCH OF ENGLAND PRIMARY SCHOOL

Annual SEND Information Report

July 2025

Our school endeavours to meet the needs of pupils with Special Educational Needs and is supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

Name of SENDCo: Katie O'Hara
Contact Phone Number: 01993850435
Name of SEND Governor: Meryn Hudson

Dedicated time weekly: Tuesday 8am-12pm and Thursday 8pm-3pm

Contents

Admissions.....	2
People Who Support Children With Special Educational Needs/ Difficulties With Learning in This School:	2
How could my child get help in school?.....	4
Whole School Approach to Teaching and Learning:.....	11
School Profile of Children With SEND IN 2024-25:	12
How We Listen to the Views of Children/Young People and Their Parents:	12
Attendance of Pupils with SEND	12
Future Planned Actions to Support the Progress of Pupils with SEND	13
Identifying Pupils with SEND	13
The Assess, Plan, Do, Review Cycle:.....	14
Support Staff Deployment:	19
Distribution of Funds for SEND:.....	19
Continuing Development of Staff Skills:.....	20
Partnerships with Other Schools and How we Manage Transitions:.....	20
Our Complaints Procedure:.....	21
Other Relevant Information and Documents:	21

Admissions

Students with SEN are allocated places in two separate & distinct ways:

Those pupils with EHCPs have a separate admissions procedure overseen by Oxfordshire's Local Authority SEN team.

Those pupils who have SEN but do not have an EHCP are admitted via the normal school admissions criteria.

Detailed information and guidance of how to apply for a place at Aston and Cote both if your son/daughter has an Educational Health Care Plan (EHCP) or if he/she has special needs but does not have an EHCP, can be found on the following link:

<https://www.oxfordshire.gov.uk/cms/public-site/school-admission-rules-and-policies>

Further details about what the Oxfordshire Local Authority do to support children with SEN (Local Offer) can be found at:

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

People Who Support Children With Special Educational Needs/ Difficulties With Learning in This School:

School Based Information	Staff	Summary of Responsibilities
Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs (SEN)?	The SENCO: Katie O'Hara.	<p>They are responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs (SEN) and developing the school's SEN Policy to make sure all children get a consistent, high-quality response to meeting their needs in school. • Ensuring that you are: <ul style="list-style-type: none"> • involved in supporting your child's learning • kept informed about the support your child is getting • involved in reviewing how they are doing • part of planning ahead for your child.

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The Categories of Provision of Special Educational Needs:

Children's needs and requirements fall into four broad areas, but individual pupils may well have needs which span two or more areas. For example, a pupil with general learning difficulties may also have communication difficulties or a sensory impairment.

Communication and Interaction:	Speech, Language and Communication needs Autistic Spectrum Disorder- including Aspergers and Autism Learning difficulties
Cognition and Learning:	Learning difficulties, Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia
Social, Emotional and Mental Health Difficulties:	Behaviour reflecting underlying mental health difficulties (e.g. anxiety, depression). Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder
Sensory and/or Physical:	Hearing Impairment; visual impairment; physical disability; and multi-sensory impairment.

How could my child get help in school?

- Children in school will get support that is specific to their individual needs. This may all be provided by the class teacher or may involve:
- Other staff in the school
- Staff who will visit the school from the other services, such as Educational Psychology (EP).
- Staff who visit from outside agencies, such as the Speech and Language therapy (SALT) Service

	Types of support	What would this mean for your child?	Who can get this kind of support?
<p>➤ What are the different types of support available for children with SEN in this school?</p>	<p>Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.</p>	<ul style="list-style-type: none"> • Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class. • Ensuring that all teaching is based on building on what your child already knows, can do and can understand, using the accelerated learning phases. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve more personalised teaching and learning approaches. • Putting in place specific strategies (which may be suggested by the SENCO or outside staff) to support your child to learn. 	<p>All children in school should be getting this as a part of outstanding classroom practice when needed.</p>
	<p>Specific group work with a smaller group of children. This group may be:</p> <ul style="list-style-type: none"> • Run in the classroom or outside. • Run by a teacher or TA who has had training to run these groups. 	<ul style="list-style-type: none"> • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. • A Teaching Assistant/HLTA/teacher or outside professional (like a Speech and Language Therapist) may run small group sessions using the teacher's plans either in a small group or within the classroom setting 	<p>➤ Any child who has specific gaps in their understanding of a subject/area of learning.</p> <p>➤ Children will be placed on the school's SEN register.</p>
	<p>Specialist groups run by or in partnership with outside agencies e.g. Speech and Language therapy or Occupational therapy groups</p>	<ul style="list-style-type: none"> • Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more specialist input instead of or in addition to outstanding classroom teaching and intervention groups. 	<p>➤ Children with specific barriers to learning that cannot be overcome</p>

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		<ul style="list-style-type: none"> • You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. • You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs and be able to support them better in school. • The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better ○ Support to set better targets which will include their specific expertise for teachers to implement ○ A group run by school staff under the guidance of the outside professional e.g a social skills group ○ A group or individual work with outside professional • The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place. 	<p>through Quality First Teaching and intervention groups.</p>
	<p>› Specified Individual support for your child of more than 15 hours in school.</p> <p>› <i>This is usually provided via an Education, Health and Care Plan (EHCP).</i> This means your child will</p>	<ul style="list-style-type: none"> • The school (or you) can request that the Local Authority consider an EHCP application of your child's needs. This is a legal process and you can find more detail about this in the Oxfordshire Local Offer. • After the school have sent in the request to the Local Authority (with a lot of information about 	<p>› Children whose learning needs are:</p> <ul style="list-style-type: none"> • severe, complex and lifelong

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	<p>have been identified by the class teacher/SENCO as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school.</p> <p>➤ Usually your child will also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • SENSS-for children with more complex needs. • Outside agencies such as the Speech and Language therapy (SALT) Service. 	<p>your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need an EHCP. If this is the case they will ask you and all professionals involved with your child to meet to create an EHCP, outlining the child's needs, strengths, provision and desired outcomes. If they do not think your child needs this, they will refer the school to the Local Offer to seek further advice from other professionals.</p> <ul style="list-style-type: none"> • After the plan has been written, this will be reviewed by a Multi-Agency Moderation and Resource Panel for approval. This is where any additional funding will be proposed, for agreement from all agencies involved and parents. • The EHCP will outline the support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term outcomes for your child. • An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. 	
<p>➤ How does the school know if pupils need extra help?</p>	<ul style="list-style-type: none"> • We closely monitor progress on a termly basis, and discuss needs with the Headteacher. • If we are concerned about a child's progress, we may carry out an assessment against the OCC SEND Guidance descriptors. These will indicate any areas of need and will provide us with an objective profile of your child's needs. • In addition, if we feel your child may have a specific learning difficulty, for instance Dyslexia, we can use the LAPack to give us a baseline. • Furthermore, if we feel your child has particularly high level needs, we may request a referral to an Educational Psychologist. This is done for only a very small percentage of children, who do not make progress, despite provision being put in place. 		
<p>➤ How can I let the school know I am concerned</p>	<ul style="list-style-type: none"> • If you have concerns about your child's progress, in the first instance, you should speak to your child's Teacher. 		

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<p>about my child's progress in school?</p>	<ul style="list-style-type: none"> • The concerns may need referring if your child is still not making progress to the SENCO. • If you continue to feel that your child is still not making progress you should speak to the Headteacher or the school SEN Governor.
<p>➤ How will the school let me know if they have any concerns about my child's learning in school?</p>	<ul style="list-style-type: none"> • When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCO. • At Aston and Cote School, there are regular reviews and then subsequently meetings between the Head teacher and Class Teachers to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they could be. • If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail. <ul style="list-style-type: none"> ○ To listen to any concerns you may have ○ To plan any additional support your child may receive ○ To discuss with you any referrals to outside professionals to support your child's learning
<p>➤ How will I know how my child is doing?</p>	<ul style="list-style-type: none"> • Parent-teacher consultations are held twice a year, report cards are sent in the Autumn Term and End of Year Reports are sent in July. • If your child is on the SEN register, in addition to the above, you will be offered an appointment to discuss your child's 'Pupil Profile' and progress, 3 times per academic year. At these reviews, your child's teacher will speak to you about their progress and targets, which will contribute to the review. You will also be asked to share your view and these will be noted. • If your child has an EHCP, in addition to all of the above, an annual review of progress will be held. At these reviews, advice from parents, teachers, SENCO and other agencies will be used to evaluate progress and plan for the next steps for your child.
<p>➤ How will the school support parents in helping their children's learning at home?</p>	<ul style="list-style-type: none"> • As part of the meetings above, the child's class teacher or the SENCO will give advice on how to support your child's learning at home. This may be specific tasks, or ways to motivate your child to learn.
<p>➤ How is extra support allocated to children?</p>	<ul style="list-style-type: none"> • The school budget, received from Oxfordshire LA, includes money for supporting children with SEN. • The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. • The Head Teacher and the SENCO discuss all the information they have about SEN in the school, including <ul style="list-style-type: none"> ○ the children getting extra support already

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	<ul style="list-style-type: none"> ○ the children needing extra support ○ the children who have been identified as not making as much progress as would be expected. ○ decide what resources/training and support is needed. <ul style="list-style-type: none"> ● All resources/training and support are reviewed regularly and changes made as needed. 						
<p>➤ How will my child be included in activities outside of the classroom?</p>	<ul style="list-style-type: none"> ● If your child is being seen by an OT, specialist equipment may be purchased for outdoor learning, e.g. a smaller trike ● For school trips, the class teacher will complete a risk assessment for every trip which takes the children outside the school. As part of this risk assessment, your child's needs will be assessed. Adult/pupil ratios will be used to ensure your child has access to the activities on offer wherever possible. If your child has specific needs, which means doing an activity would not be safe, the activity will be adjusted or changed to ensure equality of experience. 						
<p>➤ Who are the other people providing services to children with an EHCP in this school?</p>	<table border="1"> <tr> <td>A. Directly funded by the school</td> <td> <ul style="list-style-type: none"> ● Teaching Assistants ● Higher Level Teaching Assistants ● Teachers ● Educational Psychology Service (limited traded hours) </td> </tr> <tr> <td>B. Paid for centrally by the Local Authority but delivered in school</td> <td> <ul style="list-style-type: none"> ● Sensory Service for children with visual or hearing needs ● Speech and Language Therapy (provided by Health but paid for by the Local Authority). ● SENSS (Special Educational Needs Support Service) </td> </tr> <tr> <td>C. Provided and paid for by the Health Service but delivered in school</td> <td> <ul style="list-style-type: none"> ● School Nurse ● Occupational Therapy ● Physiotherapy </td> </tr> </table>	A. Directly funded by the school	<ul style="list-style-type: none"> ● Teaching Assistants ● Higher Level Teaching Assistants ● Teachers ● Educational Psychology Service (limited traded hours) 	B. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> ● Sensory Service for children with visual or hearing needs ● Speech and Language Therapy (provided by Health but paid for by the Local Authority). ● SENSS (Special Educational Needs Support Service) 	C. Provided and paid for by the Health Service but delivered in school	<ul style="list-style-type: none"> ● School Nurse ● Occupational Therapy ● Physiotherapy
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<p>➤ How are the teachers in school supported to work with children with SEN and what training do they have?</p>	<p>➤ The SENCO's job is to support the teachers in planning for children with SEN.</p> <ul style="list-style-type: none"> ● Individual teachers and support staff may attend training courses run by outside agencies that are relevant to the needs of specific children in their class. 						

<p>➤ How will the teaching be adapted for my child with learning needs (SEN)?</p>	<ul style="list-style-type: none"> • Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. • Support staff will support your child's learning in the classroom when directed to do so. • Specific resources and strategies will be used to support your child individually and/or in groups. • Planning and teaching will be adapted daily if needed to meet your child's learning needs.
<p>➤ How will we measure the progress of your child in school?</p>	<ul style="list-style-type: none"> • Your child's progress is continually monitored by his teachers and the Head teacher. • Their progress is reviewed formally every term. • The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. • The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.
<p>➤ What support do we have for you as a parent of child with an SEN?</p>	<ul style="list-style-type: none"> • We would like you to talk to your child's teachers if you have any concerns or if you have noticed good progress. • The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have once you have spoken to the class teacher. • All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. • Homework will be adjusted as needed to your child's individual needs.
<p>➤ How have we made Aston and Cote School accessible to children with SEN?</p>	<ul style="list-style-type: none"> • We ensure that equipment used is accessible to all children regardless of their needs. • The school works with the Occupational Therapy Service to ensure equality in access for children with SEN. Their advice is incorporated into Pupil Profile where applicable. • On specialist advice, the school may purchase/hire specific equipment to meet the needs of pupils. • The school has a disabled toilet, with nappy changing facilities. • The school can be accessed by ramps. • The school reviews the access of children with SEN or disability annually.

<p>➤ How will we support your child when they are leaving this school?</p> <p>➤ OR moving to another Year?</p>	<p>➤ We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> • If your child is moving to another school: <ul style="list-style-type: none"> ○ We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. ○ We will make sure that all records about your child are passed on as soon as possible. ○ We encourage children to have additional visits to their new school. • When moving years in school: <ul style="list-style-type: none"> ○ Information about your child will be shared with their new teachers ○ If your child would be helped by a personalised plan for moving to another year, we will put this in place. • In Year 6: <ul style="list-style-type: none"> ○ If your child has an EHCP they will meet with the SENCo/Assistant SENCo of the secondary school of choice, as part of the child's annual review. ○ If necessary, the SENCO and the class teacher will arrange additional visits to the new school for your child.
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Whole School Approach to Teaching and Learning:

- High Quality Teaching and Learning – All teachers are responsible for the learning and progress of every child in their class, including those with SEND.
- An inclusive, differentiated and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life.
- Refer to Teaching and Learning Policy

We take a holistic approach by all aspects of a child's development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEND, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy

School Profile of Children With SEND IN 2024-25:

SEN Level	School %	Oxfordshire Average %	National Average %
Number of Pupils receiving SEN Support (K)	18.1%	16.3%	13.6%
Number of Pupils with an Education, Health, Care Plan (EHCP) (E)	3.6%	4.4%	4.8%

How We Listen to the Views of Children/Young People and Their Parents:

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	All pupils	Daily
Parents' Evenings/Reports	All pupils	Termly
Home-School Book	Individual children	Daily
Assess, Plan, Do, Review meetings	Pupils on SEN Register	Termly
Team Around the Child/Family Meetings	Individual pupils	At least Half Termly
School Council	Representatives from all Class	Termly
Questionnaires	All pupils and parents	Annually

Attendance of Pupils with SEND

Attendance average for our children with SEND was 94%, a 2% increase on last year.

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Some absence was due to illness and some to unavoidable external agency and medical appointments. Individual support and strategies were developed and discussed with each individual family and their needs where appropriate to maximise and maintain high levels of attendance.

Future Planned Actions to Support the Progress of Pupils with SEND

The school development plan's focus in 2025-26 is to ensure all children with SEND:

- Successfully reach the threshold standard for the Phonics Screen by the end of Key stage 1
- Successfully meet or exceed their expected progress by the end of Key stage 2 particularly in writing
- Support for all children to reach 95%+ attendance for the year
- Continued support for SEND children in spelling skills.

We will achieve this through:

- SENCO, Deputy Head and Head teacher monitoring of academic targets to ensure outcomes are met
- Clear Pupil Profiles with academic actions and targets against non-negotiables skills in reading, writing and maths to raise the progress of children
- Pupil progress meetings between Teacher, Teaching Assistants and SLT
- A clear focus on spellings that are linked to writing skills. Using resources such as Nessy Reading and Spelling and Precision Teaching
- Learning objectives clearly linked to actions and targets
- Continued support for individual families to overcome barriers to attendance

Identifying Pupils with SEND

Identifying children with SEND We track the progress of all pupils in several ways at school.

On a day-by-day basis, teachers constantly assess children's learning and understanding through work and understanding in lessons. More formal assessments take place every 6-12 weeks to determine if pupils are meeting expected progress standards for their age. Pupil progress meetings between the head teacher and the class teacher take place each term and identify any child making less than expected progress

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academically and also cover social, emotional or mental health issues. Class teachers are encouraged to raise concerns about their pupils' progress with the SENCO (Miss O'Hara) or a member of the senior leadership team, in a timely fashion.

The class teacher then completes the Oxfordshire SEND Guidance Descriptors for one or more of the following categories. Children's needs may be categorised into four areas.

These include:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

The Assess, Plan, Do, Review Cycle:

For children/young people on our Record of Need, an Assess, Plan, Do, Review cycle is established by the SENCo in partnership with the child/young person, their parents and the class teacher. Please see our SEND Policy for further details. This year, provision made for children/young people on our Record of Need has been:

Communication and Interaction –

- Structured school and classroom routines
- Warning of change /use of social stories
- Differentiated curriculum delivery e.g., simplified language.
- Increased visual aids/modelling/scaffolding etc.
- Visual timetables
- Use of symbols /pictures
- Small world play and Role Play
- Repetition/clarification of instructions

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- Opportunities to work with younger/older pupils.
- Role play situations/Drama
- ‘Show and tell’ / speaking opportunities.
- Chit and Chat Lunchtime club
- Individual Pupil Profile / EHCP

Cognition and Learning –

- Differentiated tasks.
- Differentiated delivery e.g., simplified language, slower lesson pace, supportive sheet for recording.
- Repetition/clarification of instructions
- Differentiated output or outcome e.g., use of ICT, fewer sentences.
- Increased visual aids/modelling etc.
- Visual timetables
- Alphabet, word and number charts, mats, banks etc.
- Use of puzzles and games
- Use of writing frames
- Weekly spelling lists
- Structured Synthetic phonics approach - Letters and Sounds (Early Years)
- Multi-sensory phonics approach e.g., Read Write Inc. (RWInc)
- Pre-teaching of class learning
- Reinforcement practice of class learning
- Small group literacy support outside classroom e.g., RWInc, Fresh Start
- One to one support for maths outside class e.g., Power of One

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- Toe by Toe
- Additional planning and arrangements for transition
- Outside agency advice
- Tinted overlays/rulers
- Individual Pupil Profile / EHCP

Social, Emotional and Mental Health –

- Whole school behaviour policy
- Restorative justice Practices
- Structured school and classroom routines
- Positive reward systems
- Teaching listening through circle time games
- Use of puzzles and games
- SCARF curriculum weekly focus on social, emotional aspects of learning
- VAK – variety of teaching styles used to suit pupils.
- Visual timetables
- Use of symbols /pictures
- ELSA (Emotional Literacy Support Assistant) individual and group sessions
- Use of first-hand experiences to stimulate learning.
- Use of buddy system
- Involvement in breakfast club and after school clubs
- Support of lunchtime supervisors at lunchtime
- Individual reward/consequences

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- TA support – communication of feelings.
- TA support individual debriefing/pre-empting.
- Individual Behaviour Plan
- Playtime monitoring
- Input from behaviour support team
- Individual seating or workstation for aiding concentration for part of day
- Home school liaison book
- Time out system and space
- Additional transition arrangements
- Individual risk assessments
- Internal exclusion
- Planned use of physical positive handling (Team Teach)
- CAMHS involvement and referral
- Individual Pupil Profile / EHCP

Sensory and/or Physical Needs –

- Flexible seating arrangements
- Handwriting/fine motor control programme
- Specialist resources – pencil grips, triangular pencils, variety of types of scissors and pens
- Range of equipment & opportunities for balancing, exploring etc.
- Provision of left-handed equipment
- 5-minute workouts and Supermovers
- Seating arrangements (r-handed, l-handed etc)

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- Sports events – additional preparation
- Handwriting scheme – letter join.
- Physio activities – small group /Individual
- Sand and water play
- Individual Provision Map or EHCP
- Provision of specialist equipment – ICT, sloping board, grips, sticky mats, special cushion etc
- Individual fine motor skills work
- TA support/monitoring at lunchtimes.
- Outside agency advice
- Individual risk assessment
- Access to enlarged resources.
- Scribe provided.
- OCC OT Guidance
- Handwriting / typing practice
- Physio exercises
- Chewy toys (chewelery)
- Ear defenders
- Stress toys /fidgets
- Other sensory aids (e.g., weighted blanket/snake)
- TA support in PE/dance/games.
- Individual Pupil Profile / EHCP

Support Staff Deployment:

Support staff were deployed in a number of roles:

- Support in Classroom
- 1:1 support and interventions
- Small group intervention
- Playground support
- Lunchtime support
- PPA Cover (HLTAs)
- First Aid
- Support for medical needs

We monitored the quality and impact of this support by:

- Doing learning walks
- Observing interventions
- Through discussion in appraisals

Distribution of Funds for SEND:

SEND funding was allocated in the following ways:

- Support staff
- External Services (See School Offer)
- Teaching and Learning resources
- Staff training

Continuing Development of Staff Skills:

Area of Knowledge/Skill	Roles of Staff undertaking CPD	Training Received from
Plan-do-assess-review	Teachers	SENDCo
Team Teach (De-escalation) Training	5 Teachers	Team Teach
Transition / Communication	Early Years Staff	Early Years SEN Team
Developmental Language Disorder Training	Teachers	OCC Speech and Language Team
Managing Challenging Behaviour-Supervision	Teaching Assistants	Educational Psychologist Service

Partnerships with Other Schools and How we Manage Transitions:

We ensured that the transition into our Reception class was smooth by regular visits for pre-school children to the reception garden for morning play sessions and having a transition afternoon for all children.

- We helped children to make the move from the Early Years Foundation Stage to KS1 by having a transition afternoon and class discussions and from KS1 to KS2 by also having a transition afternoon, class discussions and individual transition work booklets for pupils with SEND.
- The transition from year 6 to secondary school has been supported through regular contact with the secondary schools, their SENDCos and Heads of Year 7. Children with Communication and Interaction Needs also work through a Transition Booklet with the SENDCo or Class Teacher.
- Parents were included in this process through communication with the SENDCo and class teachers on Class Dojo and there was a new parent meeting for children transitioning into Reception.
- We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. We do this through our School Development Plan, which includes our SEND Development/Action Plan.

~ Aspiring to be the people God created us to be by growing the talents He gave us. ~

Our Complaints Procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should initially contact the class teacher. A meeting will be arranged, which may include the Headteacher and/or SENDCo, to discuss the concern. Parents can request an appointment with the Headteacher/ SENDCo after a meeting has taken place with the class teacher. SENDIASS (formerly the Parent Partnership Service) is available to support parents in meetings concerning their child's progress and welfare.

In the event of a formal complaint concerning SEN provision, parents/guardians are advised to contact the Headteacher and follow the Oxfordshire LA procedure in the first instance. Parents may also contact the Governing Body once they have completed the previous steps. Government publications regarding parents' rights are available in school.

This year we received 0 complaints with regard to SEN support and provision.

Other Relevant Information and Documents:

- › The Designated Safeguarding Lead in our school is Melody Chadwick
- › The Designated Children We Care For person in our school is Katie O'Hara
 - The Local Authority's Offer can be found at <https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>
- › Our Accessibility Policy and Plan can be found on our website Policies | Aston & Cote Church of England Primary School (aston-and-cote.oxon.sch.uk)
- › Our SEND Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website. SEND | Aston & Cote Church of England Primary School (aston-and-cote.oxon.sch.uk)
- › Details about our curriculum can be viewed from the link on our website <https://www.aston-and-cote.oxon.sch.uk/curriculum/>
- › Details of how we keep children/young people safe can be found in our Safeguarding Policy which can be viewed on the school website.
- › Safeguarding | Aston & Cote Church of England Primary School (aston-and-cote.oxon.sch.uk)
- › Our SEND Policy, School Offer and Annual SEN Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.
 - The Governing Body approved this SEND Information Report in July 2025.