



Aston and Cote CE Primary School

Annual SEND Information Report, July 2026

Name of SENDCo: Nikki Young Contact number: 01993 850435 Dedicated weekly time: 9.75 hours

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.

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1.Admissions

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

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

Those pupils who have SEND 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 SEND (Local Offer) can be found at:

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

2.The people who support children with Special Educational Needs in 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 (SEND)?	The SENDCo: Nikki Young	They are responsible for: • Coordinating all the support for children with special educational needs (SEN) and developing the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school. • Ensuring that you are: 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. • Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc. • Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs. • To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) to achieve the best possible progress in school.

	Class Teachers	They are responsible for: • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENDCO know as necessary. • Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school's Inclusion and Teaching and Learning Policy is followed in their classroom, and for all the pupils they teach with any SEND.
	Headteacher – Mrs Melody Chadwick	She is responsible for: • The day to day management of all aspects of the school, this includes the support for children with SEND. • She will give responsibility to the SENDCO and class teachers but is still responsible for ensuring that your child's needs are met. • She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
	SEN Governor –Mervyn Hudson	They are responsible for: • Making sure that the necessary support is made for any child who attends the school who has SEND.

3.The categories of Special Educational Needs supported in school

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 communication difficulties may also have a sensory disability. The four broad areas of need are outlined below.

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

4.How your child could be supported 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 other services, such as Educational Psychology (EP), staff who visit from outside agencies, such as the Speech and Language therapy (SALT) Service. How this support is provided in school is outlined below:

	Types of support	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children with SEN in this school?	Class teacher input via excellent, targeted classroom teaching also known as Quality First Teaching.	- 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 adaptive teaching strategies so that your child is fully involved in learning in class. - Putting in place specific strategies or interventions (which may be suggested by the SENCO or outside staff) to support your child to learn.	All children in school should be getting this as a part of outstanding classroom practice.

	Specific group work with a smaller group of children. This group may be, run in the classroom or outside by a teacher or TA who has had training to run these groups.	• 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 • These groups may focus on mental health and wellbeing or academic progress, depending on the needs of the child	Any child who has specific gaps in their understanding of a subject/area of learning.
	Specialist groups run by or in partnership with outside agencies e.g. Speech and Language therapy or Occupational therapy groups	• 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. • 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 you and the school understand your child's particular needs and enable us to support them better. • The specialist professional will work with your child to understand their needs and make recommendations, which may include: ◦ Making changes to the way your child is supported in class eg some individual support or changing some aspects of teaching to support them better	Children with specific barriers to learning which cannot be overcome through Quality First Teaching and intervention groups.

		- o Support to set targets which will include their specific expertise for teachers to implement - o A group run by school staff under the guidance of the outside professional e.g a social skills group - o A group or individual work with outside professional • The school may suggest that your child needs some agreed individual support in school.	
	Specified Individual support for your child of more than 15 hours in school is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SEND Co as needing a particularly high level of additional support which cannot be provided from the budget available to the school. Usually your child will also need specialist support in school from a professional(s) outside the school. This may be from SENSS, for children with more complex needs or other outside agencies such as the Speech and Language therapy (SALT) Service.	• 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 a request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs seem complex enough to need an EHCP via a needs assessment. 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, desired outcomes and the provision needed to progress towards these 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. • 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 have long and short term outcomes for your child and will list the provision the LA (in partnership with the school) must	Children whose learning needs are severe, complex and lifelong

		provide to enable progress towards these outcomes. An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.	
How does the school know if pupils need extra help?	- Class teachers closely monitor progress and discuss needs with the SENDCo, the SENDCo may offer advice or complete an informal observation of the child. This can happen at any point of the school year. - Class teachers meet with the SENDCo to discuss whole class need and any changes at 3 points of the school year, where any changes will be discussed and next steps put in place. - 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, this helps us to put more targeted support in place. - In addition, if we feel your child may have a specific learning difficulty, for instance Dyslexia, we can offer specific assessment or screening to provide us with more information. - 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. - We may refer a child for additional support from other outside agencies, for example, speech and language therapy.		
How can I let the school know I am concerned about my child's progress in school?	- If you have concerns about your child's progress, in the first instance, you should speak to your child's class teacher. - If you would like to discuss your child's progress further, you can meet with the SENDCo. - If you continue to feel that your child is still not making progress you should speak to the Headteacher or the school SEN Governor.		
How will the school let me know if they have any concerns about my child's learning in school?	- When a teacher or a parent has raised concerns about a child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENDCo. - At Aston and Cote School, there are regular reviews of progress and then subsequently meetings between the Head teacher and Class Teachers. 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. - To listen to any concerns you may have		

	- o To plan any additional support your child may receive - o To discuss with you any referrals to outside professionals to support your child's learning
How will I know how my child is doing?	• 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 SEND register, in addition to the above, your 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 your child 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, SENDCo and other agencies will be used to evaluate progress and plan for the next steps for your child.
How will the school support parents in helping their children's learning at home?	• As part of the meetings above, the child's class teacher or the SENDCo will give advice on how to support your child's learning at home. If your child is on the SEND register, you will contribute to the review meetings, where targets will be agreed, including how you can help at home.
How is extra support allocated to children?	• 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 SENDCo discuss all the information they have about SEND in the school, including - o the children getting extra support already - o the children needing extra support - o the children who have been identified as not making as much progress as would be expected. - o decide what resources/training and support is needed. • All resources/training and support are reviewed regularly and changes made as needed.
How will my child be included in activities outside of the classroom?	• Specialist equipment may be purchased for outdoor activities to promote inclusion, for example specific play equipment. • 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 equity.

Who are the other people providing services to children with an EHCP in this school?	Directly funded by the school	- Teaching Assistants - Higher Level Teaching Assistants - Teachers - Educational Psychology Service (limited traded hours)
	Paid for centrally by the Local Authority but delivered in school	- 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)
	Provided and paid for by the Health Service but delivered in school	- School Nurse - Occupational Therapy - Physiotherapy
How are the teachers in school supported to work with children with SEND and what training do they have?	- The SENDCo's job is to support the teachers in planning for children with SEND. - 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.	
How will the teaching be adapted for my child with learning needs?	- Teachers plan lessons according to the specific needs 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.	
How will we measure the progress of your child in school?	- 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 SENDCo will also check that your child is making good progress in any additional interventions they take part in.	

What support do we have for you as a parent of child with an SEN?	• 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 shared. • Homework can be adjusted as needed to your child's individual needs.
How have we made Aston and Cote School accessible to children with SEN?	• 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 and their advice is incorporated into the Pupil Profile where applicable. • On specialist advice, the school may purchase/hire specific equipment to meet the needs of pupils. • The school has an accessible toilet, with nappy changing facilities. • The school can be accessed by ramps. • The school reviews the access of children with SEND or disability annually.
How will we support your child when they are leaving this school? OR moving to another Year?	• We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is a smooth as possible. • If your child is moving to another school: ○ We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child ahead of them joining. ○ 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 and can help to arrange these. • When moving years in school: ○ 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: ○ If your child has an EHCP they will meet with the SENDCo of the secondary school of choice, as part of the child's annual review which proceeds the transition.

	- o If necessary, the SENDCo and the class teacher will arrange additional visits to the new school for your child. - o A personalised transition plan can be made, if necessary.
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5. Whole school approach to teaching and learning

At Aston and Cote CE School we believe that all children can achieve and thrive in our community, regardless of any additional needs they may experience. All teachers are responsible for the learning and progress of every child in their class, including those with SEND. We have a strong culture of high aspirations for all. An inclusive, adaptive approach enables all learners, including those with SEND, to access all aspects of school life. For more information on our approach please visit our Teaching and Learning Policy.

As a school we work hard to develop the whole child, as well as ensuring academic progress. Your child's development and well-being is extremely important to us. 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.

6. School profile of children with SEND in 2025-2026

	Number	% School	% County	% National
SEN support (K)	36	16.5	17.3	14.2
EHCP (E)	3	1.4	4.7	5.3
Total	39	17.9	22	19.5

7. How we collate the views of children and their parents

What	Who	When
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 Family meetings	Individual pupils	At least Half Termly
School Council	Representatives from all Class	Termly
Questionnaires	All pupils and parents	Annually

8.Attendance of pupils with SEND

Attendance for pupils with SEND at Aston and Cote school are excellent, with 4.4% absence rate. This is compared to a national average of approximately 12% for the academic year 2025-2026.

	Our school
Attendance %	95.6
Authorised %	2.7
Unauthorised %	1.7

9.Identifying pupils with SEND

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 academically. These meetings also cover social, emotional, or mental health issues. Alongside this, Class teachers are encouraged to raise concerns about their pupils' progress with the SENDCo at any time.

Once a concern has been raised about a pupil, several things will happen to best support the child. These will include pupil (where appropriate) voice, parent discussions, SENDCo observation and advice. The SENDCo may advise that OCC Descriptors are used to help identify an area of need to enable us to offer more specific help.

10.The Assess, Plan, Do, Review cycle (The Graduated Approach)

For children/young people on our SEND register, an Assess, Plan, Do, Review cycle is established by the SENDCo in partnership with the child/young person, their parents and the class teacher. This enables us to create a Pupil Profile for each pupil with specific targets to work towards, addressing the specific needs we have identified. These targets will be reviewed 3 times each year. Alongside the targets, we will outline the provisions we will implement in school to enable the pupil to meet the targets. At each review, the pupils' voice will be collected and used to inform next steps.

11.Support staff deployment

Throughout the academic year 2025 –2026, support staff were deployed in a number of ways:

- Support in Classroom
- 1:1 support and interventions

- Small group interventions
- Playground support
- Lunchtime support
- PPA Cover (HLTAs)
- First Aid
- Support for medical needs

We monitored the quality and impact of this support by:

- Learning walks
- Observing practise
- Initiating additional training to better support our pupils

12.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

13.Continuing professional development for staff

Below are some examples of training undertaken during the academic year to develop staffs understanding and further enhance the provision we offer@

Area of Knowledge/Skill	Roles of Staff undertaking CPD	Training Received from
The graduated approach	Teachers	SENDCo
Shrec interaction training	All staff	Head teacher
Zones of regulation	Teaching	SENSS C&I team
Pre verbal communication	EYFS staff	Special school outreach
Outdoor learning	Teaching	Alfresco learning

14.Managing transitions

Starting school or nursery: Children starting nursery are offered settling in sessions and tours of nursery and information sessions are offered to parents. We reach out to previous settings to ensure we have all of the information available to enable the child to make a positive start. We ensure that the transition into our reception class from nursey is graduated, children have regular visits to the reception garden for morning play sessions in term 6 and have a transition afternoon before the summer holidays. Transition continues in the first week of term 1 where children in Reception have a reduced timetable. Children joining school from another setting will also have a visit from one of the reception team in term 6. Additional transition resources are available for those children with SEND, who may need a more personalised approach. We also offer a parent information evening ahead of the start of term.

Moving classes: In term 6 each year the whole school has a transition afternoon to prepare them for the new school year. Pupils will meet their new teachers and spend the afternoon in their new classrooms. Thorough handover meetings happen between teachers to ensure that all information has been passed on, this enables a smooth start to the academic year. For those children for whom it may be appropriate, there are additional transition resources available, such a booklets and additional time with the teacher.

Leaving school: 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 worked with the SENSS C&I team ahead of transition, where appropriate. Both feeder schools offered transition mornings, with additional slots available for those with SEND. Handover meetings were offered to both feeder schools and SEND information passed forwards to both schools.

If a child leaves us to start at a new primary school, effective communication enables this to be as smooth as possible. SENDCo will offer a handover meeting to discuss any SEND needs and how we have supported a child in school, as well as any external agencies involved. All information regarding SEND will be transferred to the new school in a timely manner. Parents of children leaving us will always be offered a meeting to discuss reasons for leaving.

15.Our complaints procedure

Anyone wishing to make a complaint with regard to SEND 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 SEND 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 regards to SEND support and provision.

16.Additional information

- The Designated Safeguarding Lead in our school is Melody Chadwick
- 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>
- SENDIASS offers free, independent advice for families with children who have SEND: [SENDIASS](#)
- 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.
- 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 September 2026.