SEN Information Report

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

Publication date: January 2026 **Review date: January 2027**

About our school

Bladon CE 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
- Sensory and/or Physical needs;
  this includes children who have visual or hearing needs, or a physical disability that affects their learning

Our special educational needs co-ordinator (SENCo) is: Vickie Cook
The SENCo can be contacted through the school office.
Our governor with responsibility for SEN is: Emma Verity

Our SEN policy can be found here:
https://bladon.oxon.sch.uk/school-info/school-policies/
Our Equality Scheme and Accessibility Plan can be found here:
https://bladon.oxon.sch.uk/school-info/school-policies/

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

The school uses Oxfordshire County Council's 'SEND Indicators Tool' and 'Ordinarily Available SEND Provision' document which show:

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 and agree outcomes and involve you and your child in this.

Click here to access the primary and secondary SEND Indicators Tool
Click here to access the Early Years SEND Indicators Tool
Click here to read the Ordinarily Available SEND Provision document

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

We will always contact parents if we have a concern that a child or young person may have a special educational need.

We work closely with children and young people with SEN and their parents to agree outcomes and how we will all work towards these, and then to review progress. We do this in SEN learning plans, which are reviewed three times a year with parents and children. This is in addition to parents evenings' twice a year.

There are also opportunities for parents and children to contribute to our policies on SEN and Equality. We do this by including the school council in decisions about the school and inviting parents to take part in focus groups.

Adapting the curriculum

We offer a broad and balanced curriculum for all children and young people including those with SEN. Details are published on the school website. The way we adapt this for children with SEN and disabled children is set out in the School Accessibility Plan. You can read it here https://bladon.oxon.sch.uk/school-info/school-policies/

We use the Ordinarily Available Toolkit to ensure a good level of universal provision and SEND-friendly practices across the school.

If a child needs 1:1 interventions for Literacy, teachers and teaching assistants may use programs such as Writeaway Together, Toe-by-toe, New Reading and Thinking, Bare Necessities or Reading for Meaning with the focus being on multisensory learning within a progressive program.

Maths interventions include Power of 1 and 2 by David Sharp for number skills and Number Stacks using manipulatives and visuals for building secure number sense.

Social skills are nurtured within the whole school environment but in some cases extra support is needed so small group sessions can be arranged to address these needs using programs such as Spirals, The Homunculi approach, Attention Autism, the Friendship Formula, ELSA intervention and Lego Therapy.

What expertise can we offer?

Our SENCo is currently studying for the National Professional Qualification for SENCOs.
Staff have completed TeamTeach training.
Our ELSA has completed the Educational Psychology service ELSA training.
Teaching assistants are trained to support the particular needs of the children they work with.
Our SEN governor is Emma Verity.

We also have access to a range of specialist support services including

- Educational Psychology
- SENSS, who support children with communication and language, sensory needs and physical needs
- Behaviour Support through Point5
- Child and Adolescent Mental Health Services (CAMHS)
- Mental Health Support Team (MHST)
- Oxfordshire School Inclusion Team
- Therapy services
- Early Intervention
- Children's Social Care

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages:
Special Educational Needs | Oxfordshire Schools

We always discuss the involvement of specialist SEN 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 SEN provision is effective?

The progress of all children/young people is tracked throughout the school through Arbor and pupil progress meetings.

In addition for children/young people with SEN, we regularly review progress towards agreed outcomes assessing whether the support that's been in place has made a difference and what we need to do next, using provision evaluation on Edukey.

When we run special intervention programmes for groups of children we assess how successful they have been using the Edukey evaluation system and use that information to decide on how best to run them in the future using a range of assessments tailored to the interventions used.

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

How are children and young people with SEN 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.

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

Oxfordshire's accessibility strategy can be read at: OCC Schools Accessibility Strategy

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

All children have the opportunity to share their views through their school council representatives.

We listen to the views of children/young people with SEN by by including them in reviews of their SEN learning plan.

We take bullying very seriously. We help to prevent bullying of children/young people with SEN by taking part in Anti-Bullying week and training children as wellbeing ambassadors and playground leaders.

We provide ELSA support and / or Home-School link support for children or families experiencing difficulties.

We work with SENSS C and I team to provide Swift courses for parents of children with communication and interaction needs. We also work with the Mental Health Support Team (MHST) to provide support for children and families and also to provide workshops for children and parents.

Joining the school and moving on

We encourage all new children to visit the school before starting and our Reception teacher also carries out home and setting visits to get to know them before they start at school. For children identified as having SEN joining us in Reception our SENCO will also endeavour to visit them in their current setting before they join us. For children/young people with SEN we familiarise ourselves with information from their previous setting and create an SEN learning plan for them based on their specific needs.

We begin to prepare young people for transition into the next stage of their education or training by making contact with their chosen secondary school and tailoring a transition program suited to their particular needs. This may include referring them for an enhanced transition program with the SENSS C and I service. We pass on relevant information to SENCOs at their new school.

Who to contact

If you are concerned about your child or if you'd like to feedback, including compliments and complaints about SEN provision, then please contact Vickie Cook (SENCO) through the school office.
We aim to respond to any complaints within five working days.

If you'd like impartial advice from Oxfordshire's parent partnership service SENDIASS contact SENDIASS Oxfordshire – Provide Support to people with SENs in Oxfordshire

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

Our school has contributed to the county's Local Offer through attendance at a training workshop and through trialling of new guidance and systems