

# Bloxham C of E Primary School

## Special Educational Needs and Disability (SEND) Annual Information Report September 2024

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#### 1) Aims of our provision in regard to pupils with special educational needs and/or disability

The aims of our policy and practice in relation to special educational need and disability in Bloxham Primary School are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement  
<https://www.gov.uk/government/collections/national-curriculum>

- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
  1. Communication and interaction,
  2. Cognition and learning,
  3. Social, mental and emotional health,
  4. Sensory/physical.
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## 2) What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

**Special Educational Needs:** *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.*

- *A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.*
- *Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England*

**Disability:** *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.* This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

## 3) The kinds of special educational needs (SEN) for which provision is made at Bloxham Primary School

- Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
  - it would be unsuitable for the age, ability, aptitude or SEN of the child or

- young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

**The number of students at Bloxham Primary School with special educational needs and disabilities September 2023 and compared then to September 2024 is as follows:**

	<b>Total number of pupils with SEND 2023</b>	<b>Number of these pupils with EHCP 2023</b>	<b>Total number of pupils with SEND 2024</b>	<b>Number of these pupils with EHCP 2024</b>
<b>Year R</b>	7	1	5	2
<b>Year 1</b>	10	1	9	2
<b>Year 2</b>	16	2 (plus 1 pending)	8	1
<b>Year 3</b>	9	1	12	3
<b>Year 4</b>	17	3	10	1 (plus 1 pending)
<b>Year 5</b>	7	0	16	3
<b>Year 6</b>	9	5	8	1 (plus 1 pending)
<b>Total</b>	75 (17% of school)	13 (3.49% of school)	<b>68 (19% of school)</b>	13 (3.6% of school) plus 2 pending)

#### **4) How does our school know if children need extra help?**

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs

#### **5) What should a parent do if they think their child may have special educational needs?**

- If parents have concerns relating to their child's learning or inclusion, then please initially discuss these with your child's teacher.
- This then may result in a referral to:
  - The school Inclusion Manager (SENDCo), Mrs Louise Thomas, whose contact details are [lthomas3064@bloxham-pri.oxon.sch.uk](mailto:lthomas3064@bloxham-pri.oxon.sch.uk)
  - The Headteacher who can be contacted on [head.3064@bloxham-pri.oxon.sch.uk](mailto:head.3064@bloxham-pri.oxon.sch.uk)

- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

## 6) How will the school support a child with SEND?

The 4 broad areas of need are as follows:

### Difficulties faced by learners with SEND

Communication and Interaction	Cognition and Learning	SEMH	Physical and Sensory
<p>Children and young people with communication and Interaction needs (SLCN) have difficulty in communicating with others. This may be because:</p> <ul style="list-style-type: none"> <li>- they have difficulty saying what they want to</li> <li>- understanding what is being said to them</li> <li>- they do not understand or use social rules of communication.</li> </ul> <p>Pupils with ASD are likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can affect how they relate to others.</p>	<p>Children and young people who learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including:</p> <ul style="list-style-type: none"> <li>- Specific learning difficulties (SpLD) e.g. dyslexia, dyscalculia and dyspraxia.</li> <li>- Moderate learning difficulties (MLD) &amp; severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum</li> </ul>	<p>Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include:</p> <ul style="list-style-type: none"> <li>- becoming withdrawn or isolated</li> <li>- displaying challenging, disruptive or disturbing behaviour</li> <li>- Self-harming, substance misuse or eating disorders</li> </ul> <p>These behaviours may reflect underlying mental health difficulties.</p> <ul style="list-style-type: none"> <li>- anxiety or depression</li> <li>- unresolved trauma</li> <li>- attachment disorder</li> <li>- conduct disorders: Attention Deficit Hyperactivity Disorder (ADHD) or Oppositional Defiant Disorder (ODD)</li> </ul>	<p>Some children and young people require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided and to access all the opportunities available to their peers.</p> <ul style="list-style-type: none"> <li>- Visual Impairment</li> <li>- Hearing Impairment</li> <li>- Physical Disability</li> </ul> <p>These difficulties can be age related and may fluctuate over time.</p> <p>Many will require specialist support and/or equipment to access their learning, or habituation support.</p>

- All pupils will be provided with high quality teaching that is scaffolded and/or differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:
  1. classroom observation by the Leaders in Learning Team (SLT), the SENDCO, external monitoring visits,
  2. ongoing assessment of progress made by pupils with SEND,
  3. work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
  4. teacher meetings with the SENDCO to provide advice and guidance on meeting the needs of pupils with SEND,
  5. pupil and parent feedback on the quality and effectiveness of interventions provided,
  6. attendance and behaviour records.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Pupil Progress Meetings (Parents' Evenings).
- Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class teacher and a member of the SLT team and if appropriate, the pupil themselves.
- Additional action to increase the rate of progress will then be identified and recorded. This will include a review of the impact of the differentiated teaching

being provided to the child, and if required, additional strategies or further support will be provided.

- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- A Pupil Profile will be written by the class teacher with input from parents, child (where appropriate) and SENDCO, highlighting strengths and barriers and measures to support pupil's engagement and attainment.
- Action relating to SEN support will follow an assess, plan, do and review model:
  1. **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher/SENDCo in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
  2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required to increase progress, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCo.
  3. **Do:** SEN support will be recorded on a pupil profile that will identify a clear set of expected outcomes, which will include stretching and relevant academic and/ or developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing progress towards the targets and the child's overall attainment.
  4. **Review:** Progress towards these outcomes will be tracked and reviewed termly (three times a year) with the parents and the pupil.

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services, e.g. Communication and Interaction Service, Speech and Language, Occupational Therapy, Hearing Impairment and the Physical Disabilities Team.
2. Educational Psychologist
3. Specialists in other schools e.g. teaching schools, special schools.
4. Social Services
5. Health partners such as School Nurse and Child & Adolescent Mental Health Service

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

**7) How will pupils be involved in decisions regarding provision that can better meet their needs?** This school uses pupil profiles. These are completed by teachers with

pupils themselves (where appropriate) and identify their abilities and strengths, their personal aims and the action they require to be taken by the school to reduce barriers to learning and social success. Each term, this information will be reviewed and the pupil's views gained on the effectiveness of the action taken so far to meet their needs.

### 8) How will the curriculum be matched to each child's needs?

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Special Educational Needs and Disabilities Coordinator (SENDCo) and/or external specialists.
- In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

### 9) How will parents know how their child is doing?

- Attainments towards the identified outcomes will be shared with parents termly through feedback during pupil profile reviews but also through the school reporting system and Pupil Progress Meetings (Parents' Evenings).
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENDCO, a member of the SLT team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01295 720224

PRIMARY PUPIL PROFILE											
Name:		Class:		Date profile completed:		Review Date:		EHA/TAF: Y/N		CWCF: Y/N	
DOB:											
PP: Y/N	SEN status: SEN SUPPORT	Primary Need:		Additional Need:		Medical diagnosis if appropriate:		Current Attendance: % fill in		Exclusions: n/a	
										FTE No: 0	Days: 0
Reading:		3 years below	2 years below	1 year below	AGE RELATED	1 year above	2 years above	3 years above	Latest SATs/phonic score:		
Writing:		3 years below	2 years below	1 year below	AGE RELATED	1 year above	2 years above	3 years above	Latest SATs/phonic score:		
Maths:		3 years below	2 years below	1 year below	AGE RELATED	1 year above	2 years above	3 years above	Latest SATs score:		
Standardised scores (see tracker for tests used and past results):											
		Reading age, date and test:		Comprehension age, date and test:		Spelling age, date and test:		Maths age, date and test:			
Engagement Evidence (SDQ, QCA, Boxall,). Please include full details in next box with breakdown of scores and date test administered						QCA Scores:					

### 10) How will parents be helped to support their child's learning

- Please look at the school website. It can be found at

<https://bloxhamprimary.co.uk/> and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.

- The class/subject teacher or SENDCo may also suggest additional ways of supporting your child's learning.
- The school organises a number of parent workshops (for example, the SWIFT course for parents of pupils with Autism) during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact our SENDCO who will locate information and guidance for you in this area.

#### **11) How will the school evaluate the effectiveness of the SEN provision made for pupils?**

- The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level. This data will be shared termly with governors and be judged by external moderators such as Ofsted.

#### **12) What support will there be for children's overall well-being?**

The school offers a wide variety of pastoral support for pupils. This includes:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum, mainly using the Jigsaw programme, that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.
- Small group evidence-led interventions to support pupils' well-being are delivered to targeted pupils and groups. These are identified on provision maps and pupil profiles and aim to support improved interaction skills, emotional resilience and wellbeing. The Zones of Regulation approach is embedded across the school with ongoing support from the SENSS Communication and Interaction service.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
- Pupils who find the lunch hall too overwhelming are supported by having access to a quiet, smaller space to eat lunch.
- The school employs a Higher Level Nurture Assistant and a Nurture Assistant to support children's wellbeing and mental health.

#### **13) Pupils with medical needs (Statutory duty under the Children and Families Act)**

- Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent (E.g. epipen administration)

- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014 and identified in the School Medicine Administration Policy.

#### **14) What specialist services are available at the school?**

- The school has access to a range of specialist support that are identified in (6) above.

#### **15) What training do the staff supporting children and young people with SEND undertake?**

- The SENDCo holds the National SENDCo award
- In the last year, 2023-2024, there has been the following staff training:
  - Group coaching session – leadership - SENCO
  - 1:1 Coaching – leadership - SENCO
  - PHAB training from Oxsit – SENCO and key staff
  - Jane Elvidge – SEND in my subject area and adaptive teaching – teachers, repeated for TAs
  - Trauma training – SENCO and nurture team
  - Attachment training attended – SENCO and nurture team
  - OXSIT – learning walk and review of inclusion support plans
  - Teacher – Inclusion manager SEND meetings
  - Speech, language and communication needs and challenging behaviour training - SENCO
  - Jane Elvidge – SEND in other subjects learning walk and book look
  - Tim Nelson training on TAs: Developing your role and effectively supporting pupils’ learning – all TAs
  - Frank Wise in-reach and out-reach support – cohort staff, pastoral and SENCO
  - Jane Elvidge – processes for SEND – SENCo and key staff
  - Behaviour Inclusion support team sessions – key staff
  - Self-Harm Network meeting – TEAMS – SENCO and key staff
  - Communication and Interaction team weekly visits – FSU staff
  - RWI training
  - Team Teach training – key teachers and key TAs
  - NELI – EYFS staff
  - Mental Health Lead training – ley adult

#### **16) How will my child be included in activities outside the classroom including school trips?**

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities. The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

#### **17) How accessible is the school environment?**

- The building is accessible by wheelchair
- There are two disabled toilets on site
- Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information available via the school website.



## **18) How will the school prepare/support my child when joining or transferring to a new school?**

- A number of strategies are in place to enable effective pupils' transition. These include:

### **On entry:**

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and discuss any concerns.

### **Transition to the next school, preparation for adulthood and independent living:**

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND and may include transition books, extra visits to the school or visits from staff.
- The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENDCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the school receiving notification that the pupil has been enrolled at another school.

## **19) How are the school's resources allocated and matched to children's special educational needs?**

- The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:
  1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
  2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
  3. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.
- This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:
  1. Targeted differentiation to increase access to text (desk copies of information,

work buddy, accessible text, IT, different recording strategies, additional time etc.)

2. In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc.)
3. Out of class support (relationship building, social, emotional skill development,)
4. Small group tuition to enable catch up (subject or targeted at additional need)
5. Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, psychological and emotional needs etc.)
6. Provision of specialist resources or equipment (use of ICT, sloping board, wobble cushions, coloured overlays, electronic versions of text etc.)
7. Partnership working with other settings; shared expertise: support from local special school on action to improve inclusion: shared alternative environments etc.
8. Access to targeted before/after school clubs (breakfast, fun club, sports clubs)
9. Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
10. Access to support from in-school sources e.g. learning mentors (peer or adult) or from charities and community sources (e.g. Children's Centre, Youth and Church groups, local businesses)
11. Implementation of strategies from support agencies e.g. Behaviour Support/Educational Welfare Support

**In addition:**

- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website.
- If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class teacher, SENDCO or a member of the SLT Team.

**20) How is the decision made about how much support each child will receive?**

- For pupils with SEN but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SENDCO, class teacher and parent who will follow guidance provided by the Governing Body regarding SEN Funding deployment.
- For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

**21) How will I be involved in discussions about and planning for my child's education?**

- This will be through:
  - discussions with the class teacher, SENDCO or senior leadership team member,
  - during Pupil Progress Meetings (parents' evenings)
  - during pupil profile reviews
  - during annual reviews of EHCP
  - meetings with support and external agencies.

## 22) Who can I contact for further information or if I have any concerns?

- If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:
  - Your child's class teacher,
  - The SENDCO,
  - The Headteacher,
- For complaints, please contact the School Governor with responsibility for SEND, Gill Barnes, on [GBar0781@bloxham-pri.oxon.sch.uk](mailto:GBar0781@bloxham-pri.oxon.sch.uk)

## 23) Support services for parents of pupils with SEN include:

- SENDIASS (Formerly Parent Partnership) offer a range of support and their website can be found here <https://sendiass-oxfordshire.org.uk/>

## 24) Information from the Local Authority:

If you'd like impartial advice from Oxfordshire's SENDIASS for parents (formerly known as the Parent Partnership): <https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/information-advice-and-support-parents-and-children-about-sen/sendiass-oxfordshire>

If you'd like to know more about opportunities for children and young people with SEN and their families, support groups or information about SEN these are listed in the Family Information Directory: <http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

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

- <https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>

## References

- The Special Educational Needs and Disability Regulations 2014.  
<http://www.legislation.gov.uk/uksi/2014/1530/contents/made>
- The SEND Code of Practice (January 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Supporting pupils at school with medical conditions Sept 2015.  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf)