

Bloxham C of E Primary School  
**Special Educational Needs and Disability (SEND)**  
**Annual Information Report**  
*September 2025*

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This report sets out information about our provision for children and young people with special educational needs and disabilities (SEND). It is updated annually.

## 1) The kinds of special educational needs and disability (SEND) for which provision is made at Bloxham Primary School

Bloxham Primary School aims to provide for children with a wide range of special educational needs and disabilities, including those with:

### D

| 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- becoming withdrawn or isolated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> |

The number of students at Bloxham Primary School with special educational needs and disabilities July 2025:

|              | Total number of pupils with SEND | Number of these pupils with EHCP |
|--------------|----------------------------------|----------------------------------|
| <b>Total</b> | <b>77 (21.8% of school)</b>      | 16 (20% of SEN register)         |

The percentage of children on the SEND register who fall under each category is given below (please note some children may have needs which fall under more than one category – the information given provides primary need only):

| Cognition and Learning | Communication and Interaction | Social, Emotional and Mental Health | Sensory and Physical |
|------------------------|-------------------------------|-------------------------------------|----------------------|
| 28.6                   | 33.8                          | 32.5                                | 5.2                  |

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

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

### **3) 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)

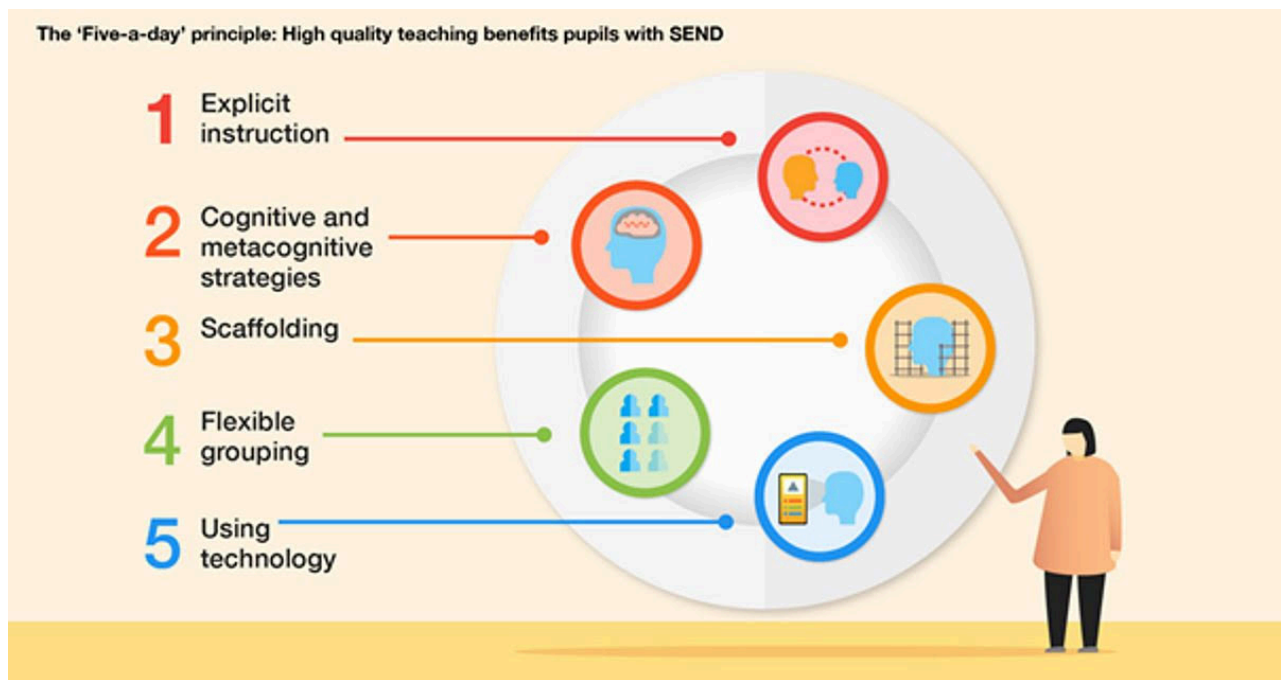
All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

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

We aim to ensure all of our teachers are teachers of SEN. They aim to provide the best outcomes for all our children through their knowledge of a child's needs, knowledge of the curriculum and can adapt their teaching to suit the needs of their class. To do this they are supported by teaching assistants who work within teaching teams in the year group.

Universal provision forms the foundation for all our support and comprises of High-Quality Teaching that is made available to all.

To support this all teachers have access to training which encompasses the 'five a day.'



In some cases, even with the Universal offer and high-quality Teaching, children may be identified as requiring additional support. The graduated response is used to identify children who may benefit from additional support.

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.

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.

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:

At Bloxham Primary we identify children with SEN using cycles of Assess – Plan – Do- Review (ADPR). The SENCo meets with class teachers formally every short term. Children's progress is shared and next steps are considered. Where a child is raised as a concern, a plan of increased support and monitoring is recommended to view progress. This cycle usually takes a short term to view impact. Where a child is on the SEN Register, they are placed as SEN Support

- Child is discussed at SEN review meetings. Outcomes are discussed and reviewed, new targets are set and provision is reviewed. This information will be updated on a child's

learning passport and added to a class provision map. Provision will always include in class as much as possible with small pockets of 'intervention' out of class where required.

- Parents are invited to meet with the class teacher to share new passports and be updated on progress. This is a formal meeting with the passport signed and any difficulties or concerns raised. The SENCo can attend these meetings if required.
- Children are informed of their targets in an age-appropriate way; this could be explicitly, via teacher marking, via child feedback etc.
- It is an expectation that the teaching team will be aware of a child's targets and provision via pupil passports which are kept in the classroom and visible to all teaching staff – including supply staff.
- A child's needs are shared with the school via short SEN postcards; this ensures all staff are aware of a child's needs.

|   |   |
|---|---|
|    | <p><b>Assess:</b><br/>The class teacher, teaching assistants and SENCo assess to view what works and what additional support may be required.</p> |
|    | <p><b>Plan:</b><br/>A plan is created to include additional support (this could be in and out of class).</p>                                      |
|   | <p><b>Do:</b><br/>The plan is put into action.</p>  |
|  | <p><b>Review:</b><br/>The plan is reviewed to consider next steps.... And the process if started again.</p>                                       |

For most of our children, needs can be met via SEN Support with the school's expertise. Where a child's progress is not where it is expected then the use of External Agencies are always welcomed.

This can include:

- o Educational Psychologist
- o Speech and Language Service
- o Occupational Therapy Service
- o CAMHS
- o Community Paediatricians
- o Communication and Interaction Service (SENS C&I)
- o SENSS Down Syndrome and Complex Needs Team

- o School Nursing Team
- o Behaviour Inclusion Officers
- o Attach Team

If a child continues to display high levels of need, and this is having a negative impact on their ability to make progress, even with the support already in place, the school or parents/carers can request Oxfordshire County Council to carry out a needs assessment for an Education Health and Care Plan (EHCP).

**Bloxham Primary School: Universal, targeted and personalised support for the 4 broad areas of need**

| Level of Support                            | Communication and Interaction  | Cognition and Learning   | Social, Emotional and Mental Health  | Physical and Sensory  |
|---|--|--|--|---|
| <b>Personalised, high level 1:1 support</b> | <ul style="list-style-type: none"> <li>➤ 1:1 speech therapy</li> <li>➤ 1:1 social stories</li> <li>➤ 1:1 Descriptive commentary</li> <li>➤ Bespoke timetable</li> <li>➤ Support linked to sensory profile</li> </ul>   | <ul style="list-style-type: none"> <li>➤ High-quality 1:1 teaching for English and / or maths</li> <li>➤ 1:1 Numicon</li> <li>➤ 1:1 Precision Teaching</li> <li>➤ Clicker 8</li> <li>➤ Lucid Rapid dyslexia screener</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Dedicated Nurture Room (The Robin Room)</li> <li>➤ 1:1 Nurture sessions</li> <li>➤ 1:1 ELSA sessions</li> <li>➤ Behaviour Support Plan</li> <li>➤ 1:1 classroom support</li> <li>➤ Alternative Provision</li> <li>➤ Social stories</li> <li>➤ Bespoke timetables</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Clicker 8</li> <li>➤ 1:1 Physio or Occupational Therapy</li> <li>➤ Specialist equipment (e.g. for hearing or vision, or furniture)</li> <li>➤ Individual classroom provision</li> </ul>  |
| <b>Targeted support</b>                     | <ul style="list-style-type: none"> <li>➤ Wellcomm (EYFS)</li> <li>➤ Nuffield Early Language Intervention (EYFS)</li> <li>➤ Colourful Semantics</li> <li>➤ Spirals</li> <li>➤ Active Listening for Active Learning</li> <li>➤ Language for Thinking</li> <li>➤ Lego Therapy</li> <li>➤ Additional support at break/ lunch</li> <li>➤ Individual workstation</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Read, Write, Inc. ditty books</li> <li>➤ Read, Write, Inc. Fresh Start (Y5 +)</li> <li>➤ IDL Literacy</li> <li>➤ IDL Numeracy</li> <li>➤ Project X</li> <li>➤ Accelerread, Accelewrite</li> <li>➤ Maths Flex + resources from Power Maths</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Nurture Group sessions</li> <li>➤ Zones of Regulation groups</li> <li>➤ Social Stories</li> <li>➤ Friendship Formula</li> <li>➤ The Incredible 5 Point Scale</li> <li>➤ Lego therapy</li> <li>➤ Socially Speaking</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Write from the Start</li> <li>➤ Occupational Therapy programmes, e.g. Fizzy programme</li> <li>➤ Fine motor skills group</li> <li>➤ Targeted handwriting support</li> </ul>  |
| <b>Universal offer</b>                      | <ul style="list-style-type: none"> <li>➤ Ensure the environment is language-rich</li> <li>➤ Model &amp; teach how to use language for thinking and learning</li> <li>➤ Use pictures &amp; visuals to support language &amp; understanding</li> <li>➤ Pre-teaching vocabulary &amp; context</li> <li>➤ Targeted questioning</li> <li>➤ Teach good listening, speaking &amp; group discussion skills</li> <li>➤ Build in an opportunity for pupils to have structured conversations with you or other adults</li> <li>➤ Develop interactive displays to support communication</li> <li>➤ Talk through visual timetable to help children understand routines of the day</li> <li>➤ Label areas with photographs, pictures or symbols</li> <li>➤ Break instructions into chunks</li> <li>➤ Use checklists, task lists</li> </ul> | <p>Ensure classroom practice is inclusive and provides scaffolding for children with literacy difficulties, e.g.:</p> <ul style="list-style-type: none"> <li>➤ Break down tasks into manageable chunks</li> <li>➤ Provide and model the use of resources for supporting phonics and spelling</li> <li>➤ Support vocabulary development</li> <li>➤ Provide multi-sensory activities to support children's learning</li> <li>➤ Mini whiteboards to aid memory</li> <li>➤ Provide alternative methods to demonstrate understanding (e.g. voice recorder)</li> </ul> <p>Ensure classroom practice is inclusive and provides scaffolding for children with maths difficulties, e.g.:</p> <ul style="list-style-type: none"> <li>➤ Ensure easy access to maths equipment</li> <li>➤ Emphasise the many connections between mathematical facts, procedures, and concepts,</li> <li>➤ Model use of resources &amp; concrete reference materials e.g. a number square or calculator</li> <li>➤ Use counting activities to develop the understanding of the patterns in number</li> <li>➤ Provide multi-sensory activities to support children's learning</li> <li>➤ Teach pupils to follow a given method with steps for problem solving</li> <li>➤ Use arrows to explain direction of computation</li> </ul> | <ul style="list-style-type: none"> <li>➤ Attachment aware/trauma informed school</li> <li>➤ Nurturing school</li> <li>➤ Collaborative reflective practice</li> <li>➤ Emotion coaching</li> <li>➤ Restorative Justice approach</li> <li>➤ Breakfast Club, lunch club /safe space</li> <li>➤ Calm boxes, worry monsters, Zones of Regulation</li> <li>➤ Whole-school rewards / sanction system</li> <li>➤ Values reflect wellbeing</li> <li>➤ Close partnership with families</li> </ul> | <ul style="list-style-type: none"> <li>➤ Ensure classrooms and school areas are calm and organised.</li> <li>➤ Ensure equipment is easily accessible</li> <li>➤ Ensure furniture is arranged to accommodate free movement</li> <li>➤ Provide support for organisation and executive functions</li> <li>➤ Use of adapted implements and supportive tools, e.g. pencils grips, scissors, cutlery, writing slopes, putty, weighted blankets, wobble cushions, thera-bands</li> </ul> |

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

Parent and pupil views

Progress and attainment data

classroom observation by subject leaders, the SENDCo, external monitoring visits

Ongoing assessment of progress made by pupils with SEND,

Work sampling and scrutiny of planning to ensure effective matching of work

to pupil need

Teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND

Attendance and behaviour records.

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

The SENDCo holds the National SENDCo award

Support staff have weekly training on a range of support strategies. This is coordinated by the SENDCo but all teaching staff are invited to share information to ensure support is universal.

Training has included:

- Autism
- Dyslexia
- Phonological Awareness Training
- May I Join You Teaching

Staff have access to after school staff meetings once a week as well as Teacher Development Days.

SEN training has included:

- Dyslexia
- Autism
- Social Stories
- EHCP information
- SEN Pupil Passports: how to write them and use them.

The SENDCo offers training as required for specific children such as:

- Setting up TEACCH trays and bespoke learning desk.
- Attention Autism
- Five-point scales
- Social Stories

#### **7) 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.

#### **8) 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 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.

### **9) How will parents know how their child is doing and how will they be involved in discussions?**

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 external agencies.

| 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       |
| 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.

A SEND Parent / Carer support group meets at least once a term

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) 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,

Please contact the school office who will arrange this appointment for you.  
The contact number is 01295 720224. Click link for the [communication structure](#) at Bloxham Primary School

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)

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

SENDIASS offer a range of support and their website can be found here

<https://sendiass-oxfordshire.org.uk/>

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>

Parent Carer Forum [Oxfordshire Parent Carers Forum | SEND](#)

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>