HAGBOURNE C.E. PRIMARY SCHOOL



'Be the best you can be'

CARE - COURAGE - RESPECT - RESPONSIBILITY

Special Educational Needs Information Report 2025-26

The aim of this report is to provide more detail about how we implement our Special Educational Needs (SEND) Policy in our school. It aims to explain how support for pupils with SEND works in our school. This report should be read in conjunction with our SEND Policy, which is available on our school website.

At Hagbourne Primary School, our vision of 'be the best you can be' underpins our belief in creating a nurturing learning environment that develops the unique talents of all our children, helping them to learn about themselves and the world through the Christian story of the Good Samaritan.

All pupils are different and have individual and unique needs; as such, all pupils need differing levels of support at various points of their school journey. We acknowledge that some pupils will have a Special Educational Need or Disability (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

This report outlines our provision for children and young people with Special Educational Needs and Disabilities (SEND). It is updated annually.

Key contacts:	**Name**	**Contact details**
SENCo	Mrs Jo Hudson	jhudson@hagbourne.school
Headteacher	Mrs Nicola Dobson	headteacher@hagbourne.school
SEND Link Governor	Steve Nicholson	SNicholson_gov@hagbourne.school
Link Trustee for SEND	Rita Atkinson	governance@ridgewayeducation.com

1. The types of Special Educational Needs we provide for

Our school provides for pupils with needs over the 4 broad areas of SEND outlined in the SEN Code of Practice: communication and interaction; cognition and learning; social, emotional and mental health; sensory / physical needs.

2. How we identify pupils with SEND

We strive to identify a child's needs by first getting to know them as an individual. Staff work hard to find out about a child's strengths, interests and get to know how they learn best, as this allows us to support them to achieve.

The school uses the *Oxfordshire Guidance for Special Educational Needs (SEN) Support (September 2020)* which sets out:

- 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.

This guidance is available at the following link: https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/Schools_SEN_guidance.pdf

3. How we work with parents and carers

We will always contact parents if we have a concern that a pupil may have a special educational need. We will initially have informal discussions to share our concerns and, if a child continues to struggle to make progress after being provided with additional support, will hold further meetings to discuss next steps, including them being added to the SEN Register.

We work closely with children and young people with SEND and their parents to agree outcomes and how we will all work towards these, and then to review progress and discuss if and when children can be removed from the SEND Register (when good progress has been made). We do this in regular meetings held at least 3 times a year: usually in Terms 1, 3 & 5. These meetings are held at times which best suit parents, to make them as convenient as possible. We also hold parent evening meetings; scheduled phone calls, letters and notes home; drop-in sessions for parents, inclusion support meetings, Strengths and Needs Assessments and Team Around the Family meetings.

There are also opportunities for parents and children to contribute to our policies on SEND and Equality. We do this by asking for feedback in our annual parent questionnaire and by pupil voice questions during learning walks.

In our most recent parent survey (July 2026) 86.4% of parents of children with SEND agreed that the school provides their children with the support that they need.

4. How we involve children

We strive to involve children in making decisions about their education as fully as possible, taking into account their age and levels of cognition. We recognise no two children are the same and so make decisions about the best way to go about this on a case-by-case basis. Some of the ways children may be involved include attending review meetings to discuss their progress, discussing their views with a member of staff who can use these to represent them in a meeting and completing a survey to share their views.

5. How we support pupils with SEND

We offer a broad and balanced curriculum for all children and young people including those with SEND. Details are published on the school website. Some of the ways in which we adapt this for children with SEND is set out in the School Accessibility Plan. This particularly covers information about how we might adapt our provision or curriculum for children with physical disabilities.

At Hagbourne, we believe that Quality First Teaching ensures the best possible provision for learners. We work hard to ensure the best quality teaching and learning allows all children to achieve their full potential. Adult support is targeted in each lesson to meet the needs of all learners. Intervention and targeted group work takes place each day to ensure children are successful and fully supported to access future learning.

Specific support for pupils with SEND varies depending on areas of individual needs, but might include **:

- Use of individual, pair and small group activities to teach specific skills;
- Access to suitable individual or small group intervention programs such as Draw and Talk, See, Match, Learn and Colourful Semantics;
- More bespoke intervention and support based around the principles of 'keep up, not catch up' where a need might be less significant;
- Nurture based Outdoor Learning Interventions;
- Adaptations, models, images and multisensory resources to promote understanding;
- Adaptations needed to the physical environment – including through the provision of different types of equipment - to help a child access their learning as fully as possible;
- An Enhanced Provision to support the children in our school who struggle to access the main classrooms;
- A Sensory Room for self regulation and proprioceptive activities;
- Support from our Home School Link Worker

6. How we assess and review pupils' progress towards their outcomes

We measure children's progress in learning against expectations for the end of each year group, as set out in the National Curriculum. Class teachers continually assess all children, identifying areas where they are improving and where further support is needed. Areas of specific concern are noted and followed up in discussion with the SENCo, subject lead or headteacher.

We track progress through assessments a number of times a year using a variety of methods including against the Early Years Foundation Stage Profile and other end of Key Stage statements; through standardised tests; using other published materials (such as those from NFER and White Rose), and through discussion and observation of pupils and their work. We may also use the following where appropriate:

- Oxford Developmental Journal
- Welcomm
- SEMH SDQ assessment
- Attendance data

Interventions and support are coordinated by the SENCo on a whole-school provision map to ensure effective use of time, resources and expertise. This is revisited and updated each term (three times a year), with interventions ceasing where children have met targets, or being replanned where these have not been met. Our SENDCo works strategically with the SLT to evaluate the effectiveness of any intervention programmes used in school, assessing how successful they have been and using that information to decide on how best to run them in the future.

7. The SEND training and expertise of our staff

We have a Special Educational Needs Co-ordinator (SENCo), Jo Hudson, who has over 20 years of experience as a SENDCo. She works with teachers, teaching assistants and outside agencies to organise and oversee provision for children with special educational needs (SEND). We aim to ensure that all of our teachers are experienced in making adjustments and adaptations to meet the needs of individual children. Our teaching assistants (TAs) have a wide range of experience and expertise in the different areas of SEND and the type of assessment and interventions we use.

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

- Speech and language therapists;
- Specialist teachers or support services;
- Educational psychologists;
- Occupational therapists, speech and language therapists or physiotherapists;
- General practitioners or paediatricians;
- School nurses;
- Child and adolescent mental health services (CAMHS);
- Social services.

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages: https://www.oxfordshire.gov.uk/search?search_api_fulltext=send

We always discuss the involvement of specialist SEND services with parents first. We also work with other services and organisations that are involved with a family, with the family's permission.

We are committed to gaining further expertise in the area of Special Needs education. Current training includes school-based whole school INSET (MITA, Scaffolding, SEND Lens for moderation, adaptations in the classroom and SMART target setting etc), training sessions for TAs and lunchtime supervisors, SENDCo and TA group meetings, attendance at County meetings and the reading and discussion of documents on SEND. Individual staff development is provided by various higher education institutions and from local specialist provisions such as the Propeller Trust and The Mulberry Bush School. Staff meetings are arranged to respond to the particular needs of the school.

Arrangements for the induction of ECTs and new staff into the school's policy and SEND procedures are detailed in the Staff Handbook.

8. How we support pupils with SEND more widely

8a. Activities outside the classroom

All children and young people are included in activities and trips, following risk assessments where needed, 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:

http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page

Oxfordshire's accessibility strategy can be read at:
https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/schoolsaccessibilitystrategy.pdf

8b. Mental Health and wellbeing

We pay careful attention to the wellbeing of all our pupils, including those with SEND and support in a variety of ways:

- We have a mental health and wellbeing lead (Headteacher) and link governor (Erin Buxton);
- We encourage parents to inform us if their children are experiencing any mental health difficulties;
- Through the support of our Home School Link Worker if appropriate;
- Through Quality First Teaching;
- Curriculum activities, including an annual anti-bullying week and mental health awareness week;
- Following the KIVA anti-bullying programme for KS2;
- Ongoing assemblies, including those based on our Christian values;
- Screening using assessment tools such as the Threshold of Needs, Boxall, SDQ, QCA and similar;
- A clear and well implemented whole school behaviour policy;
- Our RSHE curriculum, including visits from outside agencies;
- Careful monitoring and review of any patterns of incidents of bullying, by the headteacher and governors, including against our stated equality objectives;
- Commitment of all staff to inclusion and nurturing all of our pupils.

See also our anti-bullying policy, available on our school website:

9. How we support transition between phases of education

We encourage all new children to visit the school before starting. For children with SEND we offer extra transition meetings and plan the transition process very carefully in discussion with the child, family and professionals.

Our Reception children have the opportunity to visit our school for several afternoons in the summer term before they start. The Reception teacher completes a home visit before the child starts school and we liaise closely with the child's nursery setting, often visiting and observing and gaining a full picture of the child's needs, including handover of any documents and information. We also liaise closely with any professionals involved with the child and attend Annual Reviews and SEND meetings as necessary.

At the end of the primary phase, we liaise frequently with secondary schools and offer extra transition visits for children who may require more support. We also run nurture groups to support children who may be worried about the transition to secondary school, including with a member of the Communication and Interaction Team, our Home School Link Worker and with TRAIN. Detailed reports are given to feeder schools and conversations are planned for with staff from the secondary schools to ensure they know the needs of the children moving to their school. Children get a chance to meet the key staff from their secondary schools before their transition visits.

As children transition through the school, meetings with current and subsequent teachers are planned to ensure continuity and awareness of needs.

10. How we go about evaluating the effectiveness of our SEND provision

The success of the school's SEND provision is evaluated in a number of different ways:

- Monitoring of classroom practice by SENCo, Headteacher, Ridgeway Education Trust, outside agencies such as SEND Advisory School or the Communication and Interaction Team and subject coordinators, resulting in good practice and next steps feedback to teachers
- Analysis of pupil tracking data and test results informing teaching, interventions and support
- Termly SEND reviews with families to review progress and set targets
- Termly monitoring of procedures and practice by the SEND Governor to inform the Governing Board
- The SEND Improvement Plan / Action Plan created using Evaluate My School with areas of development highlighted and reviewed

- SEND peer review to focus on the Action Plan and good practice
- Ridgeway EducationTrust SENCO meetings to further developing best practice in SEND planning

11. What to do if you have a complaint about SEND provision

Should parents / carers have concerns about any aspect of SEND provision for their child, they should contact their child's class teacher in the first instance. If it is decided further action is required, the class teacher will have a discussion with the SENCo, and there will then be a further conversation with parents to feedback findings and discuss the next steps. An appointment can be made with the SENCo by calling the office who will take a message for you to be called back or emailed, if this is easier.

In the event of a formal complaint about SEND provision, the arrangements outlined in the Ridgeway Education Trust Complaint Policy, available on the school website, should be followed.

The Oxfordshire Special Educational Needs and Disability Information, Advice and Support Service, SENDIASS, is able to offer advice where parents / carers have concerns about SEND provision. They can be contacted through their website (www.sendiass-oxfordshire.org.uk/) or by phone on 01865 810516.

12. More information

SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) offers impartial information, advice and support to parents of children and young people with SEND. Find out more by visiting: SENDIASS Oxfordshire – Provide Support to people with SENs in 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. It is available at the following link:

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