

SEND Information Report 2025-2026



Issue Date:	September 2025
Reviewed by:	Full Governing Body
Date of the last Review:	May 2024
Next Review Date:	July 2026

Special Educational Needs Information Report **2025-2026**

SEND Information Report

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

About our School

Stockham Primary School recognises that all children have a right to a broad, balanced, relevant and adaptive curriculum. We aim to provide a happy, educationally exciting and positive environment in which all pupils can develop to their full potential. We recognise that children are individuals, that each one has needs specific to him or her.

Stockham provides for children and young people with a wide range of special educational needs and disabilities, 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 moderate learning difficulties or specific learning difficulties such as; dyslexia, dyspraxia and dyscalculia.
- Social, Emotional and Mental Health needs;
this includes Attention Deficit Hyperactivity Disorder
- Sensory and/or Physical needs;
this includes children who have visual or hearing needs, or a physical disability that affects their learning

Who should I contact to discuss the concerns or needs of my child?

The child's class teacher should be the first point of contact. They are responsible for the progress of each child and liaise with key staff about interventions needed.

Our special educational needs co-ordinator (SENCo) is: Sally Cooper
She can be contacted via the school office at office.2583@stockham.oxon.sch.uk
Our governor with responsibility for SEND is: Katy Radburn-Smith
Interim Assistant Head Teacher: Jess Wylde
Interim Head Teacher: Andy Browne/Sarah Read

Please refer also to our SEND Policy

How do we identify and support children and young people with SEND?

Class teachers regularly monitor the progress of children using a variety of assessment tools. Whenever they have a concern about a child's progress, they will discuss this with their Phase Leader and parents and agree on strategies to support that child to achieve their potential. If progress continues to be slow or halted despite recognised strategies of support the SENCo will be consulted and a more formal plan of support may be put in place. At this stage, in consultation with parents and class teacher the child may be added to the school's SEND register.

The school uses Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'.

The guidance 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.

Click here to read it:

[Local Offer SEN Guidance](#)

The Oxfordshire Ordinarily Available Toolkit is available for school's use. This enables us to identify children's needs and gives further guidance on how to support children with specific needs.

How does the school know how well my child is doing?
How will I be kept informed about how well my child is doing?
How regularly will I be updated on my child's progress?
Will I know if my child is not making progress and what will happen?

Parents are kept informed about their child's progress at the twice-yearly parents' evenings, and through the end of year report. Children with SEND have a Pupil Profile which is reviewed and updated three times a year at a meeting led by the class teacher. Progression is measured through ongoing teacher assessment strategies which determine both progress and attainment. Diagnostic marking is used in maths and English to provide feedback to pupils and standardised tests to measure reading, spelling and maths ages are used, where appropriate, to measure progress in these subjects. We also monitor behaviour in terms of emotional, conduct and learning behaviour.

We will always work with 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 SEND and their parents to agree outcomes and how we will all work towards these, and then to review progress. We do this in a variety of ways as appropriate, for example Pupil Profile reviews, parents' evening meetings, using home/school diary, or scheduled phone calls. Each child has a pupil profile setting out this information.

Children with Educational, Health and Care Plans (EHCP) have an annual review, where progress is discussed, and outcomes amended or set. Written reports are provided and sent out in advance.

Children are invited to contribute to all reviews.

Additional support may be provided after discussions with key staff, parents/carers, pupil, and, where relevant, external agencies. The school identifies the needs of SEND pupils on a provision map, detailing all support given within school. This is reviewed regularly to ensure the needs of children are met, and that resources are deployed as effectively as possible.

The school will seek external support or advice for children who continue to experience significant difficulties. This may include advice from educational agencies such as Special Educational Needs Support Service, Educational Psychology, Speech, Language and Communication Service, Oxfordshire Schools Inclusion Team, and health agencies such as Speech and Language Therapy, Occupational Therapy and CAMHS.

Governors are provided with attainment and progress information, and act as 'critical friends' to challenge staff to raise standards further.

**What is the curriculum and how is it taught?
How will the curriculum be adapted to meet the needs of my child?
How flexible can teachers be in meeting the needs of my child?
Is there any additional support available to help my child?**

We offer a broad and balanced curriculum for all children and young people including those with SEND. Details are published on the school website.

Class teachers are responsible for the learning of all children in their class, and they ensure all children receive Quality First Teaching. Teachers are skilled at adapting and personalising the curriculum to take account of individual pupil needs. They consider different learning styles, work with flexible grouping arrangements and use additional adults where needed to support individuals or groups. Tasks are often scaffolded using check lists, visual support or specific equipment to enable children to access classroom learning.

Children may be identified as benefitting from intervention programmes, within which progress is carefully monitored. There are a range of programmes used at Stockham in the areas of English, maths, language, social, emotional mental health and motor skills to support children. These are continually under review. Staff are trained to deliver these where appropriate. The use of interventions is to support Quality First Teaching in the classroom.

**Are there any special features or strategies to help children learn?
How do I know my child's particular need will be met?
How are children and young people with SEND helped to access activities outside of the classroom?**

Children are involved in their own learning and are able to feed into a topic. They receive feedback on progress through discussion and marking, although self-evaluation is also encouraged.

Some classes or identified pupils may be allocated support staff and have access to guided group work. External agencies can provide advice and may offer group or individual tuition where appropriate. Reasonable adjustments are made to help pupils learn, for example individual visual timetables, special equipment or social skills groups.

The school's physical environment is accessible to all learners, including those with disabilities. The building and playground are accessible to wheelchair users; there are disabled toilets. All children and young people are included in activities and trips following risk assessments and reasonable adjustments 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: [Family Information Directory](#)

Oxfordshire's accessibility strategy can be read at: [Oxfordshire Schools Accessibility Strategy](#)

**What arrangements are available for pupils to access tests and assessments?
How will I know if my child is eligible for additional support or time to access tests?**

Pupils may be assessed to determine whether they are eligible for additional time in statutory tests. Some pupils access statutory tests in an environment with fewer children with less distractions. Support can be also provided in terms of reading test questions or scribing for pupils, as appropriate and to comply with test guidelines. School adheres to current access arrangements for statutory tests. Class teachers will inform parents/carers whether their child is eligible for additional support or time to access tests.

**How does the school help my child to feel comfortable and safe and manage social situations?
How does the school help develop my child's social and emotional skills?
What is the school's policy on bullying?**

Stockham is a values school. We involve everyone in the school community in compiling the values which are central to everything we do. We discuss these values in assemblies, in classrooms and on the playground. By everyone following and upholding these values ensures that school is a nurturing and purposeful environment, promoting high standards to ensure everyone reaches their true potential and makes a positive contribution to their community.

The school's PSHE curriculum (Jigsaw) is fundamental to teaching the pupils about their own well-being and safety. We recognise that there may be children who need more support to develop their social and emotional skills and we run interventions, such as Forest School, ELSA (Emotional Literacy Support Assistant), Play Therapy and Zones of Regulation to support this. These interventions are run by trained staff as a whole class, or for small groups or individuals who need more focused support to develop social skills or in their emotional regulation.

Our Anti-Bullying Policy and procedures has a focus on vulnerable groups, with E-safety and cyber bullying addressed at an age-appropriate level.

How will the school help my child settle with confidence and manage change as they move between schools and year groups?

Early Years Transition

The SENCo and Early Years Lead work together to ensure smooth transition for pupils with SEND moving from other settings to Reception. Where necessary, the class teacher and the SENCO will visit the child in their setting and meet with other professionals as appropriate. We invite parents to a pre-admission meeting in the summer term. There is a separately run pre-school on the school site from which most children will attend our school. This supports the smooth transition from pre-school to Reception for many of our children.

Moving on at Year 6

Key staff from the secondary school visit Stockham to speak to the Year 6 pupils transferring to their school. All pupils in Year 6 are invited to a familiarisation day at their secondary school, with children being prepared for the visit and given information in advance as necessary. Additional visits to the secondary school may be arranged for individuals or groups as needed. For children with SEND, the SENCo will liaise with the appropriate Secondary School SEND department to ensure that relevant information and documentation is passed on. For children, with Education, Health and Care Plans the Secondary School, if known, will be invited to the final Annual Review.

Strategies to support transition might include the use of social stories/transition books, a planned programme of transition, which may include mentoring to help prepare children, or one-page profiles/communication passports for identified pupils for pupils to share with secondary schools.

Moving schools

If your child is moving to another school, we will aim to contact the school SENCo and ensure they know about any special arrangements or support that need to be made for your child. We will also make sure that all records about your child are passed on as soon as possible. If we think it will benefit, we can use strategies such as a transition book/social story.

If your child joins us from another school, we will contact the school SENCo to find out any special arrangements or support that needs to be made for your child. We will also meet with parents to discuss any concerns and plan appropriate support.

Moving Classes

A hand over meeting will take place between the present and the new teacher to discuss any specific strategies to support transition. This meeting will include the SENCo as necessary. Visits to new classes are planned in the second half of the summer term, with identified pupils having additional visits to the new class if necessary. Social stories and transition books will be established for children who would benefit from them.

**Expertise in school.
Who does the school work with?
How does the school work with other agencies?
How will I be informed?**

Our SEND coordinator is a qualified teacher and holds the NASENCO post-graduate qualification.

Members of staff are trained, or have additional knowledge in the following:

Speech and Language for specific interventions
Autism Awareness
Zones of Regulation
Relational approaches
Precision teaching
Colourful Semantics
Literacy difficulties and approaches
Attachment and PACE approaches
ELSA

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
Child and Adolescent Mental Health Services (CAMHS)
Oxfordshire Schools Inclusion Team
Speech and Language Therapists
Special Needs Advisory Teacher
Early Years SEN Inclusion Team

Information about these services and what they offer can be found on the Oxfordshire County Council SEND web pages: [SEND The Local Offer](#)

The SENCO liaises with class teachers, and parents to prioritise referrals to these services. Referrals to services may also come about following pupil review meetings. Staff (usually the SENCO or class teacher) discusses the referral to a service with parents/carers. Parents' views will be sought and they may be invited or can request to meet with the service, reports and recommendations are shared with parents and expected outcomes and strategies to meet those outcomes are planned.

We also work with other services and organisations that are involved with a family, with the family's permission.

Additional Information and Advice

If you'd like impartial advice from Oxfordshire's SENDIASS Service contact [SENDIASS](#)

If you'd like to know more about opportunities for children and young people with SEND and their families, support groups or information about SEND these are listed in the Family Information Directory: [family information directory](#)

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it: [Special educational needs and disability: The local offer | Oxfordshire County Council](#)

Version History

Version	Date	Description of Changes
1.0	Apr-23	Issuance of the report in new template
1.1	May-24	Minor amends made throughout, but no substantive changes since last review
1.2	Sept 2025	Changes made to formatting and rewording in some areas. Changes of personnel (SENDCo, Assistant Head and Head)

