Eynsham Community Primary School

Special Educational Needs & Disability Report 2025-26

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Special Educational Needs & Disability Report 2025-26

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Introduction - Special Educational Needs and Disability (SEND) Report – Guide for parents:

The Special Educational Needs and Disability Report is organised into 24 sections.
Some of the key pieces of information you might want to find quickly are highlighted below as questions.
The answers to these questions are at the stated numbered section and a link provided.

What does the term Special Educational Needs mean and what needs does the term cover? Section 1.

What should I do if I think my child has a special educational need? Who should I contact? Section 11.

What should I do if I am worried that my child is not making the same progress as other children? Section 5.

What type of extra support will my child get if they have a SEN or disability? Sections 7&8.

How good is the access into and around the school for children with a physical disability? Sections 4 &15.

What special expertise can the school call on to help support children with SEND? Section 10.

How well do children, with SEN&D, make progress in the school? Section 22.

If I think the school is not meeting the needs of my child, who should I contact? Section 23.

SEND report sections:

1. What is meant by "Special Educational Needs?"

A child or young person (CYP) has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them.
A CYP is considered to have a learning difficulty or disability if they:
Have significantly greater difficulty in learning than the majority of others of the same age.

OR

Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age.
(Code of Practice 2014)

Aims:

Eynsham Community Primary School is a fully inclusive school. The Governors and staff of this school recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident, independent individuals.

We aim to:

- ensure that our curriculum is responsive to all children whatever their individual need.
- promote positive attitudes and individual confidence, ensuring all children experience success.
- identify, assess, record and regularly review pupils' special educational needs.

- encourage parents/guardians to be involved in planning and supporting at all stages of their child's development.
- make effective use of support services

2. What are our school's admission arrangements for pupils with SEN or disabilities?
Eynsham Community Primary School welcomes all children regardless of special needs or disability. Pupils with additional needs may have extra visits before starting school and there will be close liaison with parents to ensure that the correct arrangements are in place. We will always ensure a bespoke transition is considered to suit each individual's needs.

3. How does the school identify pupils with SEN and/or disabilities and assess their needs?
The school uses Oxfordshire Local Authority SEN Guidance, including SEN descriptors under the 4 main SEND categories, as a guide for the identification, assessment and provision for SEN. The school's SEN policy outlines criteria in detail (Section B2). Hayley Davis is the Special Education Needs Co-ordinator (SENCo) at the school and can be contacted on 01865 881294.

4. What are our school's access facilities for pupils with SEND?
Eynsham Community Primary School has wheelchair access and a disabled toilet with wet-room walk-in shower in the main building and an accessible toilet in Foundation Stage. Ramps have been built leading to different access points across the whole building. An Accessibility Plan is monitored by the Governors which ensures that all children have physical access to all areas of the school and are fully included in the curriculum. This plan is found on the school website.

Being an inclusive school is more about a whole school ethos, supported and put into practice by our school, rather than just a statement. We ensure that all children, including those with special educational needs and / or disabilities, receive a broad and balanced curriculum. We run a wide range of different extra-curricular activities, which are open to all children regardless of any Special Educational Needs and/or disabilities they may have.

As part of our open-door policy, parents can talk to us at any time about any activities that happen at school. Educational visits outside of school including the residential trip in Year 6 are planned and managed with the needs of all children in mind and with close liaison with the agencies that manage these activities.

5. What happens if my child is not making the same progress as other children?
If the school has concerns that a child is finding certain aspects of learning difficult, we will bring together all the information needed to get a more detailed picture of the child's needs. If as a parent, you have concerns then it is always best to discuss any concerns you have about your child with their class teacher. Section 11 *'If I have a concern regarding SEND, who do I go to?* in this report outlines the school's procedures for addressing any concerns. The school uses Oxfordshire County Council's "Identifying and Supporting Special Educational Needs" handbook (2014) as a way of helping to identify SEND and determine what level of support should be expected.

This is intended to help all schools have the same approach, wherever they are in Oxfordshire, and covers the four broad areas of SEND:

- Communication and interaction needs
- Cognition and learning needs
- Social, emotional and mental health needs
- Sensory and/or physical needs

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This tool helps to identify whether pupils are requiring additional support within school and identifies the next steps/intervention which may be suitable for that child to move forward. With discussion with the Class teacher, Special Educational Needs Coordinator (SENCo) and parents it may be felt that a child will be categorised as requiring SEND Support. This means that a child may benefit from specific support within the school or from an external agency. They will be placed on the school's SEND register, which is monitored centrally by the local authority.

6. Primary Needs at Eynsham Community Primary School:
As of September 2025, there were 76 pupils on the register, 18% of the children on roll (435). Within Eynsham Primary School 18 pupils have confirmed EHCP's with 2 children pending.

	Number of children (total 76)	Percentage of SEN Support
Cognition and Learning	9	12%
Communication and Interaction	42	55%
Social, Emotional and Mental Health	18	24%
Physical Need	7	9%

7. Support for the children
We believe that high quality first teaching is essential for all children, including those who have Special Educational Needs, and have robust systems in place to monitor the standards of teaching across the school. All our staff are highly effective at differentiating the curriculum for the needs of all the children in their class. Support staff are available in most year groups to assist the teacher in providing the appropriate level of support needed. As well as the high-quality differentiated teaching that our children receive in class, children on the Special Needs register will be working towards specific targets in order to achieve their own individual outcomes. These will be reviewed termly and will include details of specific programmes / interventions that each child is receiving as part of their SEN provision. Both parents and children are involved in the review process.

Our staff are skilled at using a range of teaching strategies which cater for different types of learners. We are an inclusive school and wherever possible children are taught alongside their peers in clear differentiated groups. Children are taught in a range of groups which include whole class teaching, small group work and individual teaching. Individual support is used where needed, but we try to make all of our children independent learners.

We follow the National Curriculum 2014 and Foundation Stage Curriculum. Where children need a personalised curriculum, this is planned by class teachers in liaison with the SENCo and, where needed, with relevant outside agencies. This personalised curriculum may be in response to the requirements set out in a child's Individual Education Health and Care Plan (EHCP).

Depending on a child's specific needs, the curriculum may need adapting, or specialist resources and / or equipment may be needed to access this. The school will endeavour to make sure that these adaptations are made and communicated to parents.

The school also employs Higher Level Teaching Assistants who can supplement the work of class-based and lunchtime staff to work with children on resolving behaviour issues and/or social issues.

We liaise with outside agencies such as the Communication and Interaction team and Speech and Language services, who suggest suitable resources to help children with significant social and / or communication needs.

Children with an identified Special Educational Need also have their own Learning Plan. The plan is all about the needs and aspirations of the child and is jointly written by parents, the child, the class teacher and SENCo. Parents are invited by the class teacher to review the learning plan, to up-date it and review progress towards stated outcomes each term (three times a year). They can ask to see me, the SENCo, at a separate time or as part of the review with the class teacher.

Children who have an Education Health Care Plan (EHCP) will have these reviewed annually. Parents, and any professionals involved with the child, are invited to this review and comments and thoughts of the child form part of the meeting. Usually, the child is invited to attend at least part of the meeting, or we collect the child's voice before the meeting.

8. What resources and equipment are available for a child with identified SEND?
We use a wide variety of resources to support children with their specific special education need. These include: workstations, visual timetables, now and next boards, widget symbols, picture communication cards, zones of regulation, specific Literacy and Numeracy intervention resources, timers, ear defenders, movement breaks, specialist chairs, resistance bands, specialised writing equipment, sensory bags and sensory equipment.

Pupils have access to IT hardware, such as notebooks and tablets, to help engage with subjects they find difficult; practice basic skills; become independent learners. Resources and equipment are selected often following recommendation in assessment reports from external professionals. For example, resources recommended by the Communication and Interaction team might include a sensory safe space such as a tent or equipment to support decompression time. Resources are also selected following SEND training courses where resources are demonstrated or their effective use in other schools has been highlighted. Resources are also shared and recommended with the EPA SENCo group, who meet termly to share SEN needs across the EPA schools. In this way resources and equipment can be targeted for individual children based on effective use in other settings and all SENCos can gather and share their expertise.

Evaluation of resources is carried out by the class teacher or teaching assistant in terms of its effectiveness in supporting access to learning and progress made with learning. If an external professional has recommended a resource, then the class teacher or SENCo will discuss its effectiveness during the next visit and this will be recorded in note of visit or assessment report.

9. What specific intervention programs and resources does this school offer?

Communication and Interaction:
Wellcomm Speech and Language toolkit
Language for Thinking (verbal reasoning)
Individual social stories
Colourful Semantics Programme
Lego Therapy
Support from the Communication and Interaction Team
Support from Speech and Language therapists
Talkabout social skills

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Cognition and Learning:
English:
Rocket Phonics catch up groups
Precision teaching (individual word reading)
Talk to type
PiXL phonics
PiXL speed reading
1:1 reading
Race to English (EAL learners)
Pre and post teaching of vocabulary
Spelling shed
Pair reading

Mathematics:
Pre-teaching and post teaching sessions
PiXL Maths
Sandwell assessments
Maths for Life

Social, Emotional and Mental Health:
Zones of Regulation
Individual behaviour plan or pastoral support plan
Talk about self-esteem and confidence
EBSA Intervention
Planning for transition times
Individual visual timetables. Individual 'Now and Next' boards.
Social Stories
Circle Time using Family Links materials
Lego Therapy
Talking and Drawing
Support from the Communication and Interaction Team
Point 5 Outreach support
JIGSAW lessons
MHST – Support from CAHMS

Sensory and/or Physical:
OT support
School Health nurse support for pupils
Fine motor skills
Building fully accessible via ramps and disabled doors (See Access Plan)
Adaptation of resources or tasks as needed
Writing slopes
Use of chrome books for words processing across all subjects
Additional seats / wobble cushions
School support diabetes team
SENSS Teacher of the Deaf support
SALT team

The Early Intervention Hub
The Early Intervention Hub is aimed at supporting children in Key Stage 1 who are exhibiting social, emotional, mental health needs beyond what can be supported in their mainstream classroom. As a school we have received Seeded funding from Oxfordshire County Council to sustain the Early Intervention Hub.

The aim of the Early Intervention Hub is to engage children to learn to understand and manage their emotions and behaviour in such a way that will enable them to engage effectively in school and beyond, building their self-esteem and enabling them to make progress with their learning and development. The priority is to best support students to ensure their ability to positively progress into Key Stage 2 and reduce their future risk of exclusion from school and further educations so that they can reach their full potential.

The Early Intervention Hub also works alongside parents/carers of the pupils to ensure consistency with strategies to best support the needs of each individual child, building their confidence and competence in parenting these particular children.

Alongside working with children in Eynsham Community Primary School we welcome children from our academy and in other local schools which are in close proximity to Eynsham.

10. What specialist expertise does the school have access to?
There are members of staff within the school with specific expertise in SEND who are trained to support children and deliver particular intervention programmes. Additionally, the school can draw on the services of a range of external professionals including:

- Inclusion Consultant: *This is a traded service and the school buys support where necessary.*
- Educational Psychologist *This is a traded service and the school buys 3 days of support per year.*
- Special Educational Needs Support Service (SENSS). *This includes the Physical Disability Team, Visual Impairment Team, Hearing Impairment Team, Communication and Interaction Team.*
- The Integrated Therapies Team. *This includes Physiotherapy, Occupational Therapy and Speech and Language Therapy.*
- School Health Nurse
- CAMHS *(Child and Adolescent Mental Health Service)*
- Mental Health Support Team
- Locality Community Support Service (early intervention team / social services)

Both the school and parents/carers can access a wider array of services by searching through the Local Authority's **Local Offer**. Please follow the web links at the end of this document to access information and support from the local authority.

11. If I have a concern regarding SEND, who do I go to?
In the first instance it is always best to discuss any concerns you have about your child with their class teacher. Class teachers are responsible for the learning of all children in their class including pupils with SEND. Teachers are skilled at adapting and differentiating the curriculum to take account of individual needs. Teachers can consider different learning styles and use them to ensure all learners are able to access the curriculum. Grouping arrangements are organised carefully to maximise learning opportunities for all.

It may be that the class teacher will consult with the SENCo, and a meeting will be held to discuss a particular child. Parents are free to contact the SENCo at any time to discuss any issues or concerns that they may have. **Miss Davis is currently the Special Needs Coordinator (SENCo) and works in the school**

Monday-Friday. The SENCo has responsibility for assessing children and ensuring that the appropriate type of help is provided. She liaises with external agencies such as Speech Therapists, Educational Psychologists, Locality Team and Outreach Teams. She co-ordinates a team of 23 teaching assistants alongside 3 HLTAs.

12. How is a pupil with SEND monitored to ensure they are making progress?
All pupils who are on the SEND register have a carefully planned Learning Plan which lays out the strategies used by the child in class, additional support they receive during the week and outcomes they would like for the year. These Learning Plans are reviewed and updated with parents and pupils three times a year and the rates of progress made will inform what the next steps will be in their learning. Pupils' progress in Reading, Writing and Maths is also tracked by the class teachers through formal assessment points as well as through on-going marking and assessment of daily work. Class teachers use an on-line tracking system for pupils used by schools across the EPA.

The SENCo keeps a record of all provision which pupils are accessing in a School Provision Map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of the children are met, and resources are deployed as effectively as possible. The effectiveness of the intervention programmes is monitored by assessing their impact. Intervention programmes are continually under review. The school will seek external support/advice for children continuing to experience significant difficulties; this may involve an application for an Education Health and Care Plan assessment

13. How are parents and pupils involved?
Parents are informed when the school is making special needs provision for a child and are actively involved in decision making regarding SEND. Parents of children with SEND meet with their child's class teacher and teaching assistant three times a year to review and set new Individual Learning Plan targets drawing on current performance data.

The views of pupils are important aspect of the type of support they receive and the outcomes that are agreed on. Where possible, children have been invited to attend their termly reviews or they were asked to discuss their progress with their teacher before the review took place. It has been a good opportunity for them to share in the discussion about their progress and to give their views about the next targets to focus on. We are constantly working to give all the children in our care as much involvement as possible in their learning, and to give them choices regarding their learning. Teachers include children's views in any discussion or reviews of the child's progress and needs.

All parents receive regular communication from their child's class teacher, both formally in the end of year report; at Parents' Meetings in the autumn and summer term; as well as informally via email, phone calls or face-to-face conversations as regularly as required.

14. What is an Education, Health and Care Plan (EHCP)?
"Education, Health and Care Plans" are for children and young people with the most complex needs. The creation and delivery of an ECHP is led by the Local Authority, with schools developing and reviewing plans and provision with parents.

Pupils with EHCP's have an annual review where progress is discussed, and targets
set. Written reports are provided for this meeting, and copies are sent onto the Local Authority.

15. How are pupils with SEND helped to access activities outside of the classroom?

All pupils are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what will happen. Parents and children are supported by the school to visit Outdoor Education Centres prior to a residential visit and so to meet with instructors at the centre.

16. Statutory testing access arrangements for pupils with SEND:
The SENCo along with Year 6 class teachers, may assess particular children if it is felt that they may qualify for additional time in their end of year SATs. Some pupils for statutory tests (Year 6) access them in a smaller environment and support for reading in tests or writing for pupils may be requested. (as appropriate and complying with test guidelines)
The school adheres to the current access arrangements for Key Stage 2 statutory tests.

17. Safeguarding:
Safeguarding is very effective at Eynsham Community Primary School.

All staff undergo safeguarding training which is refreshed every 3 years. Pupils are listened to and the overwhelming majority tell us that they feel safe at school. Leaders and staff work effectively with external partners to support pupils who are at risk or who are known to be vulnerable.

Nicola Edwards (Head of School) is the named Designated Safeguarding Lead and Ginny Bayliss, Lisa Podbery, Josh Clack, Hayley Davis and Tom Williams are the Deputy Designated Safeguarding Leads and all are responsible for Safeguarding issues that arise in school. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation; all staff meeting agendas includes an item to give staff the opportunity to raise any safeguarding concerns. Policies and procedures are in place within the school to deal effectively with any safeguarding issues.

All staff, governors and regular volunteers receive Safeguarding training when they start at Eynsham Community Primary School and then every three years. All staff, governors and regular volunteers undergo enhanced checks by the government Disclose and Barring Service (DBS). All Early Years staff and staff working with Foundation Stage children completed documentation in relation to the updated DfE Disqualification by Association guidance. (February 2015)

18. How do we manage smooth transition between years and between settings?

Early Years Transition
The SENCo and Early Years Phase Lead will attend transition meetings for pupils with SEN making the transition from pre-school/nursery to reception. The class teacher will visit the child in their current early years setting. Parents are invited to attend a pre-admission meeting. Any external professionals involved with supporting the child will also be asked to attend these meetings. The SENCo will also gather and share any reports obtained from other settings.

Moving on from Year 6
There are three transitional days over the course of the year for Year 6 to attend their feeder secondary school (Bartholomew).

Additional visits to the secondary school may be arranged for identified pupils if necessary. Key staff from secondary school will visit children in Year 6. In addition, the SENCo may attend end of year pupil profile meetings to meet parents of children with SEND, introduce themselves to the pupils and have a handover

of paperwork/needs. There is a visit to Year 6 from the Year 7 lead at Bartholomew in the summer term. Class teachers also complete a Pupil Passport, and this is shared directly with the Secondary School SENCo.

The SENCo has a planned transition intervention which can be implemented with a group of pupils if felt necessary. This was most recently provided from the Communication and Interaction team who have trained a HLTA to carry out this bespoke package. If further transition concerns are raised, the MHST will also offer transition sessions, guided by the SENCo.

Moving Schools;
If your child is moving to another school, we will:

- Contact the new school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- Make sure that all records about your child are passed on as soon as possible.
- Make a transition book/social story for them if we feel it will help to prepare a one-page profile for the new school. 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.
- Meet with parents to discuss any concerns and plan any support

Moving Classes:
A hand over meeting will take place between the present and the new teacher.
Transition visits to new classes are planned in the second half of the summer term. Identified pupils have a number of additional visits to the new class.

Social stories and transition books are provided for children who would benefit, including photographs of the new classroom and learning area, and photos of the new class teacher and TA. These can then be taken home over the summer holiday to reduce anxiety leading up to September. The SENCo can also arrange for parents and their child to visit the school before the start of a new school year (usually during the staff Inset day in September) to also help reduce anxieties.

Curriculum overviews are provided at the beginning of term which provides information about arrangements for such things as homework, the curriculum topics and reading expectations.

19. SEND budget:
Government funding to school is based on three factors:
i) Core Education Funding the AWPU (Age Weighted Pupil Unit) – This is dependent on the total number of pupils in a school. Each pupil (both with and without SEND) is provided with a certain amount of funding to meet their educational needs.

ii) Additional Support Funding (ASF)
On top of the core education funding, schools are given an additional amount of funding to meet the special educational provision of pupils with SEND. This funding comes from a particular funding stream called either the designated schools grant or schools block. This funding forms part of a school's 'notional SEN budget'. Currently, the government suggests that a school should use their notional SEN budget to fund up to £6,000 worth of special educational provision for a pupil with SEND. This is an average figure, as not all pupils with SEN require special educational provision beyond the amount of £6,000. It should heavily depend on the individual needs of each pupil with SEN. Additional support funding is used for pupils

requiring special educational provision, including, for example, the commissioning of external experts such as therapists to attend a school and provide support.

iii) Top up Funding If a school requires funding that goes beyond the maximum £6,000 to provide a pupil's special educational provision, then depending on the assessed needs of the pupil concerned, the school will make an application to the LA for additional funding to support the needs of an individual child.

20. What was our SEND budget last year (2024-25) and how was it spent?
As a school we prioritise spending to support the needs of our children who have additional educational needs, disabilities and those who are at risk of underachieving. During 2024-25 we spent in excess of £292,375 on educational support staff to prioritise the needs of all children including those with special needs and disabilities; to purchase resources including; SEMH nurture support. We also used the money to access support from outside agencies, including input from an Educational Psychologist, Behaviour Support consultant and advice from an SEN consultant. The SENCo's time is used to meet with parents, monitoring the teaching and learning of pupils with SEND in classrooms, monitor the progress of children with SEND meet with external professionals, support and advise class teachers, carry out observations and assessments of individual pupils and maintain statutory records. The SENCo reports to the governors and joint SEND monitoring visits are carried out each term.

Attendance of SEN Pupils:	School Attendance Figure 2024-25	School Attendance Figure 2023-24	School Attendance Figure 2022-2023
All pupils	95%	95%	95%
SEN	90%	89%	93%
Pupil Premium	91%	90%	94%

21. Exclusions:
During the course of 2022-2023 there were 0 fixed term exclusions.
During the course of 2023- 2024 there were 3 fixed term exclusions (3 children)
During the course of 2024-2025 there were 7 fixed term exclusions (3 children)

22. Interventions and Training this year:

- Zones of Regulation
- Emotional Based School Avoidance
- Positive behaviour
- Precision Teaching
- Generalist support training
- Adaptive teaching training
- Anxiety in Primary Aged Children
- Social stories
- Generalist safeguarding
- Diabetes training
- Supporting pupils with literacy difficulties
- Working with pupils with ADHD/Autism
- Adaptive teaching strategies

Our Speech and Language Therapist has trained several TAs on interventions which have be used to support the development of language with children across the school, in particular the use of colourful semantics and supporting non-verbal communication.

We have regular visits from our Communication and Interaction advisor who provides support for teachers and TAs such as managing anxiety, PDA, developing children's memory and listening skills. We had a trained advisor on emotional regulation come and run support groups for pupils and support staff with developing their understanding of how to help pupils regulate.

Impact of Interventions

23. How do we evaluate the effectiveness of our provision?
Reviewing children's academic outcomes, as well as the outcomes set on children's learning plans enable the school and parents to see how well our children achieve academically and socially. Parents contribute very directly to learning plans with their views being recorded, analysed and acted upon. Pupil voice and parent surveys also form part of ensuring our provision remains effective and enjoyable.

We evaluate the effectiveness of additional provision for children using the provision map in order to improve future outcomes. The SENCo, class teacher and school Assessment Leader meet 3 times a year to formally discuss progress of children and agree on future intervention based on the evaluated provision map. Senior Leadership Team regularly reviews the provision and achievements for our children with SEND to ensure the best outcomes for children and families. Provision, additional resources and teaching and outcomes are reassessed regularly to ensure they are making good progress.

Year Group	Interventions	Impact
Early Years	Specialised SALT interventions for specific children, guidance from the SALT team. Zones of Regulation WellComm speech and language toolkit Input from Early Years Special Educational Needs Inclusion Team.	87% of children have achieved GLD in 2026 - a 2% increase since 2025 and well above the previous national average of 68% 67% of SEND children achieved GLD 50% of PP children achieved GLD 8 children have received targeted support from the Eary Years Inclusion Team, which is ongoing into FS Increased QCA behaviour scores at each AP, +5 on average Both self-regulation and fine-motor skills well developed following interventions. Zones of regulation well established.
Year 1	Additional 1:1 reading SENSS Teacher of the Deaf Booster phonics sessions daily Precision teaching Lego Therapy Pre-teaching and post – teaching groups Nurture group – self awareness	90% of children passed the end of year phonics screening assessment. 60% of SEN children in year 1 passed their phonics screening assessment. Of the three children who did not pass, one child is accessing A.P and has not been in school all academic year,

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Year Group	Interventions	Impact
	Zones of Regulation Fine motor skills group Specialised SALT interventions for specific children, guidance from the SALT team. SENSS input from the communication and interaction team The Early Intervention Hub SENSS Complex Needs Team support.	one has an EHCP, is currently educated in early years or the Hanborough Manor hub and is awaiting a specialist placement and the final child (CIN) and has persistent absence – 57%. 4 children have accessed the Early Intervention Hub and have increased their hub profiles on average over 20%. 76% (+23%) of SEND children are working AT or ABOVE ARE in Reading. 64% (+18%) of SEND children are working AT or ABOVE in Writing. 81% (+12%) of SEND children are working AT or ABOVE ARE in Maths. QCA behaviour scores have increased on average by at least 8 per child.
Year 2	Phonics boosters daily Pre-teaching and post – teaching groups Small group focussed group during core subjects Precision teaching Lego Therapy Speech and Language support Zones of Regulation Nurture group – self awareness Fine motor skills group SENSS input from the communication and interaction team The Early Intervention Hub Specialised SALT interventions for specific children, guidance from the SALT team.	8 children have accessed the Early intervention Hub this academic year and on average have increased scores of 32% on their hub profiles. SALT specialist HLTA ensuring weekly provision takes place, alongside and after professionals visit for 9 children. 33% of SEND children re-screened for phonics passed. 58% of SEND children are working AT or ABOVE ARE in Reading. 52% of SENDD children are working AT or ABOVE ARE in Writing. 78% of SEN children are working AT or ABOVE ARE in Maths. QCA behaviour scores on average have increased by 12 per SEND child this academic year. 4 SEN children have accessed a bespoke Maths curriculum – Maths 4 Life, to enhance and consolidate their fluency and real-life problem-solving skills. 7 successful EHCP applications have been made.
Year 3	Precision teaching Pre-teaching Small group focussed group during core subjects	50% of SEND children are working AT or ABOVE ARE in Reading.

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Year Group	Interventions	Impact
	Precision Teaching Nurture group Talkabout (self esteem) Zones of Regulation Maths for Life SENSS input from the communication and interaction team Fine motor skills group PiXL therapies Specialised SALT interventions for specific children, guidance from the SALT team. SENSS Complex Needs Team support.	50% of SEND children are working AT or ABOVE ARE in Writing. 67% of SEND children are working AT or ABOVE ARE in Maths. Two SEND children from the small focus group, who were previously working below ARE in Maths, have received targeted support all year and are now working at ARE. One child is also now working at ARE in Reading. SEND children not working at ARE have made better than expected progress throughout the academic year. On average, over 9 months progress with reading age and 13 months with comprehension has been made. Due to focused precision teaching, children have increased spelling scores of HFW by 50%. QCA behaviour scores on average have increased by 13 per SEND child this academic year. One successful EHCP application has been made.
Year 4	Specialised SALT interventions for specific children, guidance from the SALT team. Precision teaching Pre-teaching Small group focussed group during core subjects Maths for life Precision Teaching Nurture groups (Talkabout Self esteem) SENSS input from the Communication and Interaction team Zones of Regulation PiXL therapies	83% of SEND children are working AT ARE or ABOVE ARE in Reading. The two children working below ARE have EHCPs and have made on average 10 months progress with reading ages over the academic year. 67% of SEND children are working AT ARE or ABOVE ARE in Writing. 75% of the SEN children (3/4) working BELOW ARE have EHCPS, 1 child has now left the setting to attend a specialist school. 83% of SEND children are working AT ARE or ABOVE ARE in Maths. The two children working below ARE have EHCPs. QCA behaviour scores on average have increased by 11 per SEND child this academic year. On average, SEND children have increased scores of spelling year 1/2 HFW by 60% and year 3/4 HFW by 24%.

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Year Group	Interventions	Impact
Year 5	Precision teaching Pre-teaching Speech and language support Precision Teaching Small group focussed group during core subjects 2 x Nurture groups (Talkabout Self-esteem and social skills) Zones of Regulation PiXL Therapies SENSS input from the communication and interaction team and social skills	64% of SEND children are working AT ARE or ABOVE ARE in Reading. 55% of SEND children are working AT ARE or ABOVE ARE in Writing. 69% of SEND children are working AT ARE or ABOVE ARE in Maths. Two EHCP applications have been made for SEND pupils in year 5. SEND children not working at ARE have made on average 8 months progress with their reading age over the year and 9 months progress with their Maths age. On average, children have increased scores of spelling year 1/2 HFW by 31% and year 3/4 HFW by 18%. QCA behaviour scores on average have increased by 8 per SEND child this academic year. 3 children have had MHST referrals accepted to support self-esteem, social skills and regulation strategies.
Year 6	Nurture group (Social skills) Small group focussed group during core subjects Precision Teaching PiXL Therapies Zones of Regulation SENSS input from the communication and interaction team Transition package support	77% of SEND children are working AT or ABOVE ARE in Reading. One of the two SEN children BELOW ARE has an EHCP and is transitioning to a specialist setting. 69% of SEND children are working AT ARE or ABOVE ARE in Writing.50% of these children have EHCP's. 69% of SEND children are working AT or ABOVE ARE in Maths. 50% of these children have EHCP's. On average, children have increased scores of spelling year 1/2 HFW by 70% and year 3/4 HFW by 45%. Two children with EHCPs have received a specialist transition package from the C&I Team, involving weekly visits. Two pupils are transitioning to specialist secondary settings. QCA behaviour scores on average have increased by 13 per SEND child this academic year.

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Section 22: SEND Data:				
Attainment at the end of KS2 at or exceeding ARE:	**SEND Attainment July 2025** At expected level or above	**Non-SEND attainment July 2025**	**SEND Attainment July 2026** At expected level or above	**Non-SEND attainment July 2026**
English: Reading	86%	94%	77%	93%
English: Writing	86%	95%	69%	91%
Maths	86%	94%	69%	91%

Attainment at the end of KS1 at or exceeding ARE:	**SEND Attainment July 2025** At expected level or above	**Non-SEND attainment July 2025**	**SEND Attainment July 2026** At expected level or above	**Non-SEND attainment July 2026**
English: Reading	60%	79%	58%	79%
English: Writing	60%	87%	52%	75%
Maths	80%	83%	78%	88%

Attainment and Progress of all SEN pupils across the school Years 1 - 6	**SEN Attainment across school** At or exceeding expected level **July 26**	**SEN Attainment across school** At or exceeding expected level **July 25**	**Not SEND Progress across the school** **Expected or above July 26**	**SEN Progress across school** Expected or above expected **July 26**
Reading		54%		
Writing		49%		
Maths		57%		

24. What if I have a complaint?

If you are concerned with your child's progress, or you have any concerns regarding your child's education, your first step should be to talk directly to your child's class teacher about your concerns. If your concern is not resolved by the teacher, you should then ask for a meeting with the SENCO, Hayley Davis who will do her best to help resolve the issue. If this still does not resolve the issue, you may choose to make a formal complaint by putting it in writing addressed to the Headteacher. The school's Complaints Procedure is available on the school website, and a hard copy can be obtained from the school office.

25. Where can I find further information on SEND?

Our SEND Policy, Access Policy and Equality Policy can be downloaded or read online via our school website **www.eynsham.oxon.sch.uk**

If you are unable to access our website or would prefer a hard copy of the Policy, please contact the school office.

Useful web links

- Oxfordshire County Council's guidance "Identifying and Supporting Special Educational Needs in Oxfordshire Schools and Settings" may be found at:
- **https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreneducationandfamilies/educationandlearning/specialeducational/SEND/CompilationFoundationYearsandPrimary.pdf**
- Oxfordshire's Local Offer contains lots of information for parents. Click here to see it:
- **https://www.oxfordshire.gov.uk/cms/taxonomy/term/278**
- For information about a range of specialist support services go to the Oxfordshire County Council SEN web pages at:
- **https://www.oxfordshire.gov.uk/cms/public-site/support-services-send**

If you would 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**

If you'd like impartial advice from Oxfordshire's Parent Partnership Service contact:

- **https://www.oxfordshire.gov.uk/cms/content/contact-parent-partnership**
  SENDIASS Oxfordshire offers informed and impartial support to parents/carers of children with SEN and/or disabilities, and children and young people with SEND. They can be contacted by:
  Telephone: 01865 810516
  Text: 07786 524294
  Email: sendiass@oxfordshire.gov.uk