St Kenelm's
C of E Primary School

Special Educational Needs and Disability Information Report
September 2026

Signed:
Chair of Governors

Signed: H Staniford
Headteacher

Date of Review: September 2026

SEND Governor:
SENDCO: Hannah Staniford

About Our School

St Kenelm's Primary School is an inclusive mainstream primary school which welcomes and celebrates diversity and inclusion. We offer provision for children with a variety of needs which fall under the four broad areas of need which are:

1. **Cognition and Learning Needs-** this includes children who have learning difficulties and specific learning difficulties like dyslexia, developmental coordination disorder DCD and dyscalculia.
2. **Communication and Interaction Needs** - this includes children who have speech language and communication difficulties, including Autism.
3. **Social, Emotional and Mental Health Needs**
4. **Sensory and/or Physical Needs** - this includes children who have visual or hearing needs, or a physical disability that affects their learning

Key Contacts and Information:
Our Special Educational Needs and Disabilities Coordinator (SENDCO) is **Hannah Staniford**. She can be contacted on **01993 775394** or Email: office.3125@st-kenelms.oxon.sch.uk.

Our SEND Governor is _____ She can also be contacted via the school office.

Our SEND Policy can be found on the school website.

What is a Special Educational Need?

A child or young person 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 child or young person is considered to have a learning difficulty or disability if they: 'Have a 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)

How do we identify children with SEND?

St Kenelm's Primary School operates a regular four-part cycle in order to identify children who may have special educational needs. This is through the process of:

- Identify and Assess (the child's needs)
- Plan (support)
- Do (support/actions)
- Review (outcomes)

We follow the Oxfordshire County Council's SEND Guidance to identity and assess children with additional needs. This guidance can be found here:
https://www.oxfordshire.gov.uk/children-and-families/oxfordshire-send-local-offer/send-strategy/guidance-and-policies

The guidance sets out:

- How we identify additional needs
- How we plan for children with additional needs and how we adapt our teaching
- How we can adapt our environment to meet the needs of children with additional needs
- How we review progress and create outcomes alongside parents/carers

We identify SEND needs in children in the following ways:

- Observations and assessments in class setting
- Parental and teacher discussion
- Class teacher concerns discussed with SENDCo
- Ongoing observations and assessment, checking against age related expectations
- Support and advice from outside professionals (with parental consent)
- Gaining views from the pupil where appropriate

What if a parent has a concern that their child may have a special educational need?

Parents who have concerns about their children are encouraged to speak to their child's class teacher, who will then pass this information onto the SENDCo. The SENDCo will also meet with parents, via prior appointment. These can be made through the school office.

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What is our approach to teaching children with SEND??

St Kenelm's Primary School has a wealth of experienced staff who are keen to ensure they support children with SEND appropriately. Teachers are responsible and accountable for the progress and development of all the children in their class. Quality-first teaching is our first step in responding to pupils who have SEND. Some children will require more targeted and individualised support. Some examples of what this may look like are below:

All children will receive (Universal Offer):

- Quality First Teaching from class teacher
- Differentiated tasks offered
- Access to multi-sensory resources
- Opportunities for small group and individual support to close gaps in learning
- On-going assessments to monitor progress and attainment
- Creative curriculum adapted to take account of the needs of children

Some children will receive (Targeted Support):

- Small group or 1:1 interventions run focusing on areas of need or gaps in learning.
- Additional equipment as needed, including pencil grips; access to technology; coloured overlays.
- Access to visual supports such as timetables and task boards.

A few children will receive (Specialist Support):

- Timetabled access to Physiotherapy/ Occupational Therapy/ Speech and Language support, as directed by other agencies working with the child
- Individual timetables of support
- 1:1 or small group ELSA (Emotional Literacy Support) sessions from our trained ELSA
- Access to more specialist equipment, including individual laptops/ipads
- 1:1 adult support for elements of the day

How do we adapt our curriculum and learning environment for children with SEND?

At St Kenelm's Primary School, we provide a challenging curriculum to meet the needs of all learners. Reasonable adjustments are made to accommodate all learning methods in order to include all learners. Staff differentiate the children's work, resources and support to enable access to the curriculum, however, the high expectations and aspirations for all pupils remain high. In addition, we liaise with external agencies such as speech therapists to deliver individual programmes of support in school, as recommended by the multi-professional agencies with whom we work.

We will strive to support any pupils with disabilities. Reasonable adjustments and provision are tailored to each unique child within our budget. Our site has good accessibility for wheelchair users and is all on one level. Our playground has a range of equipment and space so that all children can enjoy active playtimes, regardless of their abilities.

How do we know if the provision for pupils with SEND is effective?

In school, our SENDCo and class teachers track children's progress on a termly basis. We track the progress of all our learners and, as professionals, we regularly discuss any concerns we have, as well as celebrate achievement. We have robust systems in place and use data to support tracking and identifying needs. For pupils with SEND, we regularly review progress towards agreed personalised outcomes. These outcomes are set out in a child's pupil profile, and are reviewed with parents termly. We evaluate the success of the provision and interventions in place, which helps us determine how to move the children on next. Both parents and children are invited to share their views and opinions at these review points.

What expertise can we offer?

Our teachers and teaching assistants receive training each academic year on a range of educational areas. In 2024 – 2025 this included training around the Zones of Regulation, Emotionally Based School Avoidance and Pathological Demand Avoidance. Our SENDCO holds the National Award for Special Educational Needs and Disabilities. We have a trained Emotional Literacy Support Assistant (ELSA) who works 1:1 or with groups to support a range of emotional difficulties.

When a child has specific needs, we may ask for the support and advice of outside professionals. Parents are invited to attend meetings with the professionals, where relevant. We have established relationships with and work collaboratively with external partners to improve the outcomes for all pupils. These include:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Hearing Support
- Vision Support
- School Nurse
- Communication and Interaction Support
- Physical Disability Support
- Child and Adolescent Mental Health Services (CAMHS)

We also work alongside the Locality Community Support Service (LCSS) to support families through the Strengths and Needs or Team Around the Family (TAF) process when required.

We work closely with the Virtual School to support any Looked After Children (LAC). Our Designated Teacher in school for these children is Hannah Staniford. Children who are Looked After and have SEND will receive the same offer as all others, as well as being part of the PEP process (Personal Education Plan).

How do we help children with SEND to access activities outside of the classroom?

All children and young people 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. 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

How will the school support my child's mental health and emotional and social development?

The children's well-being is at the heart of everything we do. We use the Zones of Regulation as a daily tool to help children recognise their feelings and share these with adults. This gives adults an opportunity to talk to children about why they may be feeling a certain way, and offer the required support. Our school follow the SCARF PSHE curriculum which supports positive mindset, emotional literacy and self-esteem building.

Children who require further support may be referred for ELSA sessions (Emotional Literacy Support) which is a 1:1 tailored programme of 6 – 8 weeks support.

Children with SEND are invited to share their feeling and views at their termly pupil profile meetings.

Bullying

We take bullying very seriously. St Kenelm's Anti-Bullying Policy ensures that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and is not tolerated at St Kenelm's. We help to prevent bullying of children/young people with SEND by holding values assemblies, PSHE lessons, nurture groups, ELSA work, alternative provision when required, and developing and maintaining positive relationships with parents. We annually participate in Anti-Bullying Week.

How do we involve parents/carers?

At St Kenelm's Primary School, we believe it is vital to have positive relationships and good communication with parents/carers. We invite parents/carers to come and speak to the class teacher or SENDCo should they have concerns about the overall progress of their child. We believe in developing strong home/school links and are developing a culture that celebrates differences and diversity. We hold regular SEND drop in sessions and coffee mornings as an opportunity for parents of children with SEND to meet with the SENDCo and other parents with similar experiences.

The school also has a regular cycle where parents of pupils with SEND are informed of their child's progress against academic and personal targets at pupil profile review meetings which are held 3 times each year. Annual Reviews are also held for children with an EHCP.

We have a School Association (SKSA) where parents can become involved in school life. We encourage all families to join this group or to become volunteers within the school. We also have parent governors who can take an active role in the running of the school including financial management, curriculum development and whole school improvement.

We believe in supporting the development of parenting skills and work in collaboration with parents and other agencies to support this.

How do we involve children?

Where appropriate, children are invited to share their views about their education and provision as part of the SEND review process which happens three times per year.
When applying for additional funding or Education Health Care Needs Assessments we involve the child and ensure that their voice is part of the process. Children with an Education Health Care Plan (EHCP) will be invited to attend their Annual Review where appropriate.

How do we support children with SEND as they transition to and from St Kenelm's?

When children join us in Reception:

We have strong links with our feeder nursery school(s). Each year we have an induction programme for all children new to Reception in September. As part of this process we include:

- Nursery visits for children
- Consultation with parents about children's needs and interests
- Induction meetings held for new children and/or parents
- Information about children gathered to share with teachers about each unique child

When children leave at the end of Year 6:

We have strong links with local secondary schools. Part of our transition package includes:

- The Secondary School bringing past pupils to share their experiences and staff visit to allay concerns.
- Secondary School staff visits to St Kenelm's.
- Close liaisons with the Head of Year 7 and parents to ensure the best approach for the child and follow a transition programme within school to support children moving to Secondary
- Regular meetings with Secondary School as part of transition
- Additional visits organised for children with SEND involving external agencies if appropriate

For children with complex needs, a transition review with parents and agencies involved can be arranged to ensure a smooth transition. A transition plan is then agreed together.

When pupils transition between schools:

- If a child enters our school at the start or midway through the academic year from another school, then a transfer meeting will take place over the phone or in person
- Files will be transferred between schools to ensure information is shared
- A meeting will be arranged with the parents/carers, SENDCo and class teacher to discuss the needs of the child and the provision required
- If needed, the child may have a period of transition to ensure they settle well
- The SENDCo will then make contact with the external agencies involved (if applicable) to ensure support continues in our setting

Admissions for pupils with SEND

Children with SEND have different needs, but the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school Admissions Policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at this school.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
- the attendance of the child would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of the school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

What do I do if I have a complaint concerning SEND provision for my child?

In the first instance if a parent has a concern, they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage, then the SENDCo may become involved and a meeting convened so as to discuss the nature of the complaint and look for a resolution to the issue. The Headteacher should be contacted if the above have not resolved the issue.
A copy of the school's complaints procedure can be found on our school website. The complaints procedure will outline the formal steps the school will take in handling each complaint.

Further Links and Information

Further information on the Local Authority's Local Offer can be found at https://www.oxfordshire.gov.uk/children-and-families/oxfordshire-send-local-offer

A link to the Equality Act 2010 is here: http://www.legislation.gov.uk/ukpga/2010/15/data.pdf

A link to SENDIASS () can be found here: https://www.sendiass-oxfordshire.org.uk/

SENDIASS provides information, advice and support on matters relating to children and young people with special educational needs and disabilities. The service is offered to parents and carers of children and young people aged between 0 and 25 years old.