



SEND Information Report

2024-25

Longcot and Fernham CE Primary School



These pages set out information about our provision for children and young people with special educational needs and disabilities (SEND). They are updated annually.



Our school vision:

Our Vision

Children staff and parents work actively in partnership to enable all children to realise their full potential.

We aim for us all, as learners, to:

- feel safe and valued as part of a caring community that celebrates success.
- be independent thinkers / learners who are able to seek solutions creatively and cooperatively.
- inspire an 'enquiring' mind and ask questions.
- be confident enough to take risks in our learning.
- experience and actively participate in a relevant, enjoyable curriculum that evolves to meet the needs of all.
- be able to listen and articulate responses showing consideration to others.
- be polite and courteous.
- be proactive in our responsibilities towards the community, society, the environment and economy, linking 'real life' with our learning.
- understand and respect diversity.
- be aware of and recognise our own learning needs and be involved in planning future steps.
- develop a sense of self-esteem: be well balanced and healthy individuals.

Our Aims

- For children to operate as independent learners and thinkers
- To inspire a love for learning
- To provide a relevant curriculum for all
- For children to value themselves
- To foster a sense of belonging to a community

Longcot and Fernham CE Primary School is committed to working within a structure of Christian principles to establish a caring environment and providing quality education in which each child will be valued as an individual.

Our school Motto:

Together we care what we do, we enjoy what we learn, we achieve!



SEND at our school:

We are an inclusive setting that fully complies with the requirements outlined in the Special Educational Needs and Disability: Code of Practice (2015). We provide for children and young people with a wide range of special educational needs 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 learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- Social, Emotional and Mental Health needs
- Sensory and/or Physical needs;
this includes children who have visual or hearing needs, or a physical disability that affects their learning

We are a mainstream school catering for up to 129 children (136 including Nursery) with 21% of children on the SEND Register. Our primary area of need is Communication and Interaction. Therefore, our Universal Offer includes teaching and learning strategies that we know are most likely to be effective for all learners.

Our special educational needs co-ordinator (SENCo) for the 24-25 academic year has been: Mr Charlie Berry bberry@laf.cambrianlt.org

From September 2025, our SENCo will be: Charlotte Dewey
She can be contacted on: Chdewey@laf.cambrianlt.org

Our governor with responsibility for SEND is: Mrs Clare De-Bank

Our SEND policy can be found here: [SEND Policy](#)

Our Equality Scheme and Accessibility Plan (and other policies) can be found here: <https://www.longcotandfernhamschool.co.uk/policies>

How we identify and give extra help to children and young people with SEND:

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:

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreneducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreneducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationSecondarySchoolsGuidance.pdf>

Working with parents and children/young people:

We will always contact 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:

- Informal feedback and chats at drop off and collection times
- Having an open-door policy where parents can call or arrange meetings at any time
- Sharing Pupil Profile Reviews and EHCP Target Reviews three times a year
- Holding parent meetings
- Completing Annual Reviews for children with EHCPs
- Use of home-school communication books
- Sharing of sticker charts / recognition boards

There are also opportunities for parents and children to contribute to our policies on SEND and Equality. We do this by:

- Holding regular SEND Coffee Mornings and Coffee Mornings for all parents
- School Council / Green Team/ Digital Leaders
- Suggestions Box
- Parent Governors
- Parent surveys and feedback

Adapting the curriculum:

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

this for children with SEND is set out in the School Accessibility Plan. You can read it here <https://www.longcotandfernhamsschool.co.uk/policies>

- *We aim to remove / reduce physical barriers and educational barriers for all SEND learners*
- *We aim to scaffold and adapt all classroom practice to ensure all children can be included in an appropriate way*
- *We have no stairs or steps to access classrooms, the library or the hall*
- *We have an access slope into one classroom*
- *There is a disabled toilet, centrally located*
- *We adjust lighting, sound and heating levels where possible*
- *Spaces have been audited by the Visual Impairment Team to ensure accessibility*
- *Specific equipment is provided to help SEND learners e.g. wobble cushions, fidgets, ear defenders, resistance bands, discretion screens*
- *We use our library as a quiet breakout space*
- *Movement breaks and Sensory Circuits are planned for some learners*
- *We offer some interventions such as Phonics tutoring and Number Stacks*
- *Wellcomm is used to assess Language and Communication Skills in EYFS*
- *Advice from outside agencies is incorporated into Pupil Profiles*
- *We aim to adapt whatever we can to meet the needs of learners*

Expertise we can offer:

Our SENCo holds the National Award for SEND Co-ordination qualification, and has experience and specialist training in many aspects of SEND provision.

All staff have basic awareness level training in Phonics, May I Join You, Social Stories, Co-Regulation Plans, the Graduated Response, the Scaffolding Triangle.

We have staff who have received enhanced training in the teaching of Phonics 1:1 tutoring, Supporting Visually Impaired children and Supporting Hearing impaired children as well as members of the team who have

There are also members of staff who have grown expertise in more specialist support such as the teaching of Braille.

Teaching assistants are trained to support the particular needs of the children they work with.

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

Behaviour Support

Child and Adolescent Mental Health Services (CAMHS)



Oxfordshire School Inclusion Team

Therapy services

Early Intervention

Children's Social Care

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages:

We always discuss the involvement of specialist SEN services with parents first.

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

How do we know if SEND provision is effective?:

The progress of all children/young people is tracked throughout the school through regular teacher assessments and more formal tests. This data is recorded on FFT Aspire, Read, Write, Inc. online assessment trackers and through other teacher assessment documents. Data is interrogated to ensure children are on track for their own flight path.

In addition, for children/young people with SEND we regularly review progress towards agreed outcomes assessing whether the support that's been in place has made a difference and what we need to do next. We evaluate this progress against age related expectations.

When we run special intervention programmes for groups of children we assess how successful they have been and use that information to decide on how best to run them in the future.

Information about how the governing body evaluate the success of the education that is provided for pupils with SEND is contained in the annual SEND report. The SEND Governor meets with the SENCo at least yearly and records details of this visit with priorities for the coming year. Data reports to the Governing Body, include specific information on outcomes for pupils with SEND.

We also benefit from the support and challenge of our Multi Academy Trust, the Cambrian Learning Trust. The Trust has an Inclusion Director and a SEND Lead who support, advise and audit provision throughout the year.

Helping children and young people with SEND 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 SEND 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:

http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/documents/SEN/guidance/Schools_Accessibility_Strategy.pdf

Supporting the wellbeing of children and young people with SEND:

All children have the opportunity to share their views through pupil surveys, student representatives such as school council, green team or digital leaders, talking to their teacher or support staff, SEND pupil voice data collection, annual review input, regular contact with the headteacher and worry / suggestion boxes.

We listen to the views of children/young people with SEN by ensuring they are well represented in all areas of the school community, feel valued and included, and have a range of ways to voice their needs and opinions. This is somewhat easier in a small school as all staff know the children well and children are confident and comfortable to approach staff and share their views. Sometimes, if appropriate we have child input in referrals for support or voice of the child content for TAF meetings. Often outside agencies and other visiting SEND professionals will talk with the child they have come to visit or support.

We take bullying very seriously. We help to prevent bullying of children/young people with SEND by ensuring children are confident to report any behaviours to staff, have easy access channels for parents to contact the school / inform us, we partake in anti-bullying week each year, all behaviours and incidents are logged and patterns / trends analysed, safeguarding training is completed by all staff and we follow Jigsaw scheme alongside No Outsiders for PSHE.

Joining the school and moving on:

We encourage all new children to visit the school before starting. For children/young people with SEND we:

- Offer visit sessions / days
- Can accommodate transition timetables as children begin our setting
- Produce transition documents for new starters and children moving to new setting / new class
- Have internal transition documents to share information from class teacher to the next
- Allocate teachers transition meeting time to share information about children
- Talk to parents to get an idea of needs and provision required – there is a data collection form for enrolment
- Contact previous setting / next setting to ensure all SEND information is communicated
- Include previous / future SENCo in meetings
- Include a range of staff from previous / new school in TAF meetings (if appropriate)
- SENCo contacts allocated secondary schools to ensure all SEND details are passed to the next school
- All files and any additional notes are stored and transferred via a system called CPOMs

This approach is also used to *prepare young people for transition into the next stage of their education or training.*

Who to contact:

If you are concerned about your child, please contact Sally Robins, Headteacher.

If you'd like to feedback, including compliments and complaints about SEND provision then please contact the SENCo or the Headteacher. We aim to respond to any complaints within 15 working days.

If you'd like impartial advice from Oxfordshire's Parent Partnership Service contact
<https://www.oxfordshire.gov.uk/cms/content/contact-parent-partnership>

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:

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

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it:
[SEND: The Local Offer](#)



Our school contributes to the county's Local Offer through attendance at training, workshops and through trialling of new guidance and systems.