

Aston Rowant C of E Primary School

Annual Special Educational Needs Information

Report 2025-2026

1. Aston CE Primary School, like all mainstream primary schools, is required by law to produce this Special Educational Needs (SEN) Report on an annual basis.

The school's SEND policy can be found here: <https://primarysite-prod-sorted.s3.amazonaws.com/aston-rowant/UploadedDocument/2925f8a3-0e70-4754-b5d2-1fae4056103a/special-educational-needs-policy.pdf>

The annual SEN Report forms part of Aston Rowant's Local Offer and is available on the Oxfordshire Local Offer website, linked to the school record, which can be found here: <https://www.oxfordshire.gov.uk/residents/children-education-and-families/oxfordshire-send-local-offer>

The purpose of a local offer is to enable parents and carers to see more clearly what services are available for children with SEND in their area and how to access them. The process extends to early years settings and all the information below forms Aston Rowant C of E Primary School

2. The school's policy (including pupils who do and do not have an EHC Plan) for:

- **identifying and assessing pupils with SEND**

The progress and attainment of all pupils are monitored and assessed continuously by the Class Teacher, Headteacher and SENDCo. The Headteacher and Class Teacher meet termly to discuss the progress that the children are making and through these meetings children may be identified as not making the expected levels of progress. If there is a concern that the child may have special educational needs (SEND) the SENDCo/class teacher will meet with parents to identify what the barriers to learning are and whether further assessment is required from external professionals. Parents are encouraged to speak to the class teacher if they have any concerns regarding SEND or their child's progress.

- **evaluating the effectiveness of its provision for pupils with SEND**

When children have been identified as having SEND, interventions and extra support will be put into place, where appropriate. All children will receive a high quality first teaching and within this, some children will receive a differentiated curriculum or will be working within a supported group. All children have access to apparatus and resources to support their learning; this can range from Multilink Cubes to Writing Frames and a range of ICT programmes. These resources will be individualised for children as required.

Some children may be identified as requiring additional support within a targeted intervention group, or for a few children on a 1:1 basis. All interventions are planned to meet the needs of the group or individual. The Class Teacher/SENDCo monitors and assesses the impact of all the interventions that take place and meets with the Teaching Assistants (TAs)/class teachers to discuss the children's progress. Class Teachers and TAs work very closely to plan the interventions and the SENDCo offers advice and support for all the class teachers and TA's. One of the school governors is responsible for overseeing the SEND provision, to ensure that quality of provision is closely monitored.

- **assessing & reviewing the progress of pupils with SEND**

For children who are supported through a Support Plan, parents are invited to a termly review meeting with the Class Teacher to discuss the progress made towards the individual targets and to be part of the process of setting new targets for the subsequent term. Both parents and children are encouraged to be involved in these

discussions with the Class Teacher. Children will be invited to share their views on the support they have received and how this could be modified. The outcome of the review meetings will allow the school to adjust the provision as required.

Some children will be receiving extra support, but a support plan may not be required and their progress will be discussed at the Parent Consultation Evenings. All parents will receive a written annual report during the Summer Term. Parents may make an appointment with their child's Class Teacher and/or SENDCo at any time during the year to discuss their child's provision and progress. Those parents who have children working with outside agencies, may be asked to attend further meetings to review the provision and the impact it is having on their child's learning and development. Following the meeting, parents and the school may receive a written report from the outside agency.

3. The School's approach to teaching pupils with SEND (including pupils who do and do not have an EHC Plan)

- **Adapting the curriculum & learning environment to meet the needs of all children**

This will take place through the teacher's assessment and experience of the child, their previous progress and attainment, their development in comparison to their peers and by considering the views and experiences of parents and the pupils. This enables the curriculum to be matched to the individual child's needs. This may be through the curriculum being differentiated and by ensuring appropriate resources are available, as required. All classrooms use the environment and displays to encourage children to be independent learners whenever they are able to. Children's work is marked and written or oral feedback is given. A range of techniques are used to enable the children to become independent learners and these may be differentiated according to the individual needs of the children. Teachers and TAs mark the children's work using the Marking Code guide in the Marking Policy.

- **Supporting the emotional and social development of pupils with SEND**

All staff provide support for children's social, emotional and mental health needs. The Class Teachers and Support Staff are skilled in implementing effective behaviour strategies and working closely with parents and children to ensure strategies are consistent both at home and at school. All staff are familiar with the school's Behaviour Policy and a copy of this can be found on the school's website. The school's Inclusion and SEN Policies can also be found on the website. Children's well-being is supported through the delivery of Personal, Social and Health Education (PSHE), which is part of the curriculum. The school promotes British Values through our school vision, values and aims, our curriculum and teaching and learning strategies and the enrichment activities in which our pupils participate. Our School Values are explicitly of Gratitude, Resilience, Outreach, Wonder, Trust and Harmony are threaded through all we do. All children are part of a House and collect points, which are collated weekly; the winning House receiving rewards.

- **Supporting children with medical conditions**

The school adheres to the statutory guidance 'Supporting Pupils at School with Medical Conditions' and all medication is kept in a secure place, only being administered by designated people. Individual health care plans are written for children with medical conditions and shared with all staff who work with the child, including lunch time staff. There is a designated school nurse allocated to the school by the local authority who works together with parents and staff to meet a child's health needs.

4. The School's facilities

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Healthcare Plans. The Headteacher informs the governing body of how the funding allocated to support Special Educational Needs has been deployed.

The school's Accessibility Annual audit is carried out to inform the targets within the Accessibility Plan.

5. The School's training

The SENDCo, along with the Headteacher, identifies training needs in communication with teaching assistants and teaching staff and seeks appropriate courses and training from specialist outside agencies or expertise from other schools. All SEND staff regularly receive training to develop specialisms, ensuring that there is a wide range of skills and expertise in all areas of SEND.

Specialist expertise is obtained by the school through booking courses run by Oxfordshire County Council, NHS or through liaison with outside agencies who can direct staff to suitable training courses or training material. Training is refreshed regularly and opportunities for additional training are regularly sought to ensure that staff have an up to date working knowledge of SEND issues and current legislation.

All staff are trained in Safeguarding and a large number in first aid. There are specially trained paediatric first aiders in the school. Mrs Helen France (Headteacher) and Mrs Alexi Olsen (Reception class teacher) are the schools Designated Safeguarding Leads .

6.The School's consultation

There are formal occasions such as Parent Consultation Evenings where parents are involved in discussions about their child's education however we have an 'open door' policy where parents are usually able to speak to a teacher briefly before or after school to pass on a message/ piece of information. Parents are able to telephone to arrange for a teacher to call them back or email via the school office if there is a particular issue they wish to discuss. Parents of children with SEND are regularly involved in discussions through reviews, discussion of support plan's and regular meetings with SENDCo/Class Teacher.

For those children who are supported through the Education Healthcare Plan (EHCP), a County SEN Officer can offer support. Further information about support for children with SEND can be found on the Oxfordshire County Council Website in the Family Information Service area

7. The School's partnerships

Where difficulties for a child may persist despite high quality intervention and appropriate adjustments, advice and support may be requested from other professionals, with parent's consent.

This might involve:

- Speech and Language Therapy (SALT)
- Occupational Therapist (OT)
- Educational Psychologist (EP)
- Paediatrician. (P)
- School Nurse
- Child Bereavement Support
- Children and Mental Health Service (CAMHS)
- Specialist Teaching Services to support pupils with Autism and Physical Disabilities
- Child Protection Services
- Social Care
- Family Resilience
- Education Welfare Officers
- Transfer between schools
 - Secondary transfer will involve communication with the receiving school's SENDCo. Throughout this process, the receiving school will be made aware of your child's needs and they will begin to consider how they will be best met in the secondary setting. During this process the secondary 'School Offer' should be available to you.
 - If your child has an EHCP, they will be subject to a statutory annual review process that will encompass transition to and from other school settings.
 - If a child transfers to a new school prior to year 6, the SENDCO will liaise with the new school to share relevant information and to pass on records. Children with SEND will take part in extra transition sessions in order to support them as they move into a new year group.

8. How to find key information

THE SEND Governor is named in the school's SEND policy with contact details included. All Governors can be contacted via the school office.

The school website contains relevant information, including names of governors and copies of the latest newsletters. In addition to this, 1:1 discussions with the Headteacher, SENDCo or class teacher can be arranged by appointment, through the school office, by phone, e-mail or through calling in to reception.

9. The School's key contacts

School office

Email: office@aston-rowant.oxon.sch.uk

Tel: 01844 351671

SENDCo Name: Miss Alexandra Bedwin

Email: sendco@aston-rowant.oxon.sch.uk

Tel: 01844 351671

Headteacher: Mrs Helen France

Email: head.3180@aston-rowant.oxon.sch.uk

Tel: 01844 351671

SEN Governor: Reverend Dr Jacky Barr

Email: JBarr@aston-rowant.oxon.sch.uk

The contact for compliments, concerns or complaints from parents of pupils with SEND can be found on the school website at: <https://www.aston-rowant.oxon.sch.uk/policies/>

The School's link to the Oxfordshire Local Offer Information for the Local Offer for Oxfordshire is available at <https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/service.page?id=bdxhCHYptsE>

The Oxfordshire Local Offer provides information and advice and information on Special Education Needs & Disability provision, both inside and outside the Local Authority. If you wish to contact Oxfordshire County Council about the Local Offer please call 01865 815275.