

Stephen Freeman School

Special Educational Needs Information Report 2025-6

The aim of this report is to provide more detail about how we implement our Special Educational Needs (SEND) Policy in our school. It aims to explain how support for pupils with SEND works in our school. This report should be read in conjunction with our SEND Policy, which is available on our school website.

At Stephen Freeman Primary School, we are committed to ensuring that our school is a fully inclusive one where children are nurtured, supported and encouraged to achieve excellence. As such, all children are offered the same opportunities and included in all school activities regardless of their area of additional need.

This report outlines our provision for children and young people with Special Educational Needs and Disabilities (SEND). It is updated annually.

Key contacts:	Name	Contact details
SENCo	Jill Hazeldine	01235814718 ext SENCo senco2549@stephen-freeman.oxon.sch.uk
Headteacher	Jess Lewis	01235814718
SEND Link Governor	To be confirmed.	
Link Trustee for SEND		governance@ridgewayeducation.com

1. The types of Special Educational Needs we provide for

Our school provides for pupils with needs over the 4 broad areas of SEND outlined in the SEN Code of Practice: communication and interaction; cognition and learning; social, emotional and mental health; sensory / physical needs.

Stephen Freeman School provides for children and young people with a wide range of special educational needs including those with:

- **Communication and interaction needs;**
Includes children who have speech language and communication difficulties including autistic spectrum conditions.
- **Cognition and Learning needs;**
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;**
Includes children who have visual or hearing needs, or a physical disability that affects their learning

2. How we identify pupils with SEND

We strive to identify a child's needs by first getting to know them as an individual. Staff work hard to find out about a child's strengths, interests and get to know how they learn best, as this allows us to support them to achieve.

The school uses the *Oxfordshire Guidance for Special Educational Needs (SEN) Support (September 2020)* which 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.

This guidance is available at the following link:

https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/Schools_SEN_guidance.pdf

** Explain what happens at all stages of identification, from initial concern through to being added to the SEND register. Include information about when children might be removed from the SEND register.

At Stephen Freeman, when a pupil is identified as having SEN, we enable the pupil to participate, learn and make progress by taking action to:

- Remove barriers to learning
- Put effective special educational provision in place.

- Make reasonable adjustments to maximise progression and inclusion.

We adapt the curriculum by differentiated and age-appropriate planning and through Quality First Teaching within the classroom. The learning opportunities all children experience at Stephen Freeman School are adapted and tailored to suit their needs. The learning could be adapted by task (by being given a different activity to complete), the level of support a child receives during the lesson (from an adult or his/her peers), or by outcome (the amount or nature of work expected to be completed by the end of the lesson). Using an adaptive approach enables all children to learn and achieve in a way that best suits their learning style.

We understand that SEN support should arise from a four-part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four stages of the cycle are:

- Assess
- Plan
- Do
- Review.

The graduated approach starts at whole-school level. Teachers at Stephen Freeman are continually assessing, planning, implementing and reviewing their approach to teaching all children.

However, where a potential special educational need has been identified, this cyclical process becomes increasingly personalised:

- Individualised assessment leads to a growing understanding of the barriers to and gaps in the pupil's learning.
- Continual reflection on approaches to meeting the pupil's needs leads to a growing understanding of strategies that directly responsible and accountable for all pupils in their class(es), even when pupils are receiving support from a teaching assistant or other specialist staff, within or outside the classroom.

3. How we work with parents and carers

We will always contact parents if we have a concern that a pupil may have a special educational need. Similarly, we are always happy to listen to parental concerns should they arise. We will initially have informal discussions to share our concerns and, if a child continues to struggle to make progress after being provided with additional support, will hold further meetings to discuss next steps.

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 by offering regular meetings, parent evening meetings, termly profile reviews, scheduled phone calls, letters and notes home; drop-in sessions for parents, Inclusion support meetings, Strengths and Needs Assessments and Team Around the Family meetings. We currently offer a CAMHs MHST outreach support service and parenting sessions including SWIFT.

Parents are invited to meetings with external agencies where appropriate. We offer Inclusion Support Meetings where necessary, to support families with the needs of their children to make school more accessible and learning more successful.

Children with EHCPs will have an annual review of the plan with all those involved invited to attend.

Over the coming year there will be opportunities for parents and children to contribute to our policies on SEN and Equality and to be part of the process at our school. We aim to do this by the use of questionnaires, feedback, developing the 'pupil voice' through input to their profiles by children and a variety of other means. Feedback is always welcomed and the SENCo is happy to be contacted at any time to discuss any thoughts you may have.

Each child on the SEN register has a Pupil Profile (currently on Edukey) that outlines strengths, needs, strategies and interventions for support and yearly outcomes or targets. This is updated and shared with parents three times a year following each review. Parents have access to this online and are able to contribute or review when needed.

4. How we involve children

We strive to involve children in making decisions about their education as fully as possible, taking into account their age and levels of cognition. We recognize no two children are the same and so make decisions about the best way to go about this on a case-by-case basis. Some of the ways children may be involved include:

****** attending review meetings to discuss their progress, discussing their views with a member of staff who can use these to represent them in a meeting, completing a survey to share their views

Pupils on the SEN register are welcome to attend termly profile reviews and, where appropriate, are made aware of targets and progress towards them. We include the 'pupil voice' on profiles and use All About Me discussions to inform meeting and reviews from the child's perspective. Through our Relationships policy, we aim to provide children with trusted teams of adults who can support them to voice their thoughts and wishes when needed.

5. How we support pupils with SEND

We offer a broad and balanced curriculum for all children and young people including those with SEND. Details are published on the school website. Some of the ways in which we adapt this for children with SEND is set out in the School Accessibility Plan, available on our school website. This particularly covers information about how we might adapt our provision or curriculum for children with physical disabilities.

At Stephen Freeman School, we believe that Quality First Teaching ensures the best possible provision for learners. We work hard to ensure the best quality teaching and learning allows all children to achieve their full potential. Adult support is targeted in each lesson to meet the needs of all learners. Intervention and targeted group work takes place each day to ensure children are successful and fully supported to access future learning.

Specific support for pupils with SEND varies depending on areas of individual needs, but might include ******:

- Use of individual, pair and small group activities to teach specific skills;
- Access to suitable individual or small group intervention programs such as.....;
- More bespoke intervention and support based around the principles of 'keep up, not catch up' where a need might be less significant;
- Models, images and multisensory resources to promote understanding;
- Adaptions needed to the physical environment – including through the provision of different types of equipment - to help a child access their learning as fully as possible;

At Stephen Freeman, we have two classrooms available to children needing additional support in a smaller group environment. Our 'enhanced provision' classrooms are Soft Landings and the Comfort Zone. Soft

Landings mainly supports children with Communication and Interaction needs while the Comfort Zone is designed to support children with SEMH and behavioural needs. Children attend the provisions on a timetabled basis. The Comfort Zone is also used for lunchtime ELSA sessions and for nurture support groups.

Our Waves of Provision are attached and outlined below.

6. How we assess and review pupils' progress towards their outcomes

We measure children's progress in learning against expectations for the end of each year group, as set out in the National Curriculum. Class teachers continually assess all children, identifying areas where they are improving and where further support is needed. Areas of specific concern are noted and followed up in discussion with the SENCo, phase leader or headteacher.

We track progress through assessments a number of times a year using a variety of methods including ** against the Early Years Foundation Stage Profile and other end of Key Stage statements; through standardised tests; using other published materials (such as those from NFER and White Rose), and through discussion and observation of pupils and their work. Add in any further relevant detail.

Interventions and support are co-ordinated by the SENCo on a whole-school provision map to ensure effective use of time, resources and expertise. This is revisited and updated each term (three times a year), with interventions ceasing where children have met targets, or being replanned where these have not been met. Our SENCo works strategically to evaluate the effectiveness of any intervention programmes used in school, assessing how successful they have been and using that information to decide on how best to run them in the future.

The progress of all children/young people is tracked throughout the school through our school data system. Arbor, our data tracking program, is monitored closely in termly SEN progress meetings. Attainment and progress data is shared with parents on Pupil Profiles and in profile meetings. We also use more specific assessment tools children who are working significantly outside of their age related expectations.

For some children with complex needs who are working at a level significantly below that expected for their age, B Squared is used at present. Should you require more information about any of these assessments, please do not hesitate to ask.

In addition, for children with SEN, 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. SMART targets on profiles are assessed termly to ensure purposeful and relevant progress is achieved for all.

We also track progress through assessments a number of times a year using a variety of methods including against the Early Years Foundation Stage Profile and other end of Key Stage statements; through standardised tests; and through discussion and observation of pupils and their work. All pupils, including those who are not making expected progress, are then discussed during frequent pupil progress meetings, at which the SENCo will discuss with class teachers the reasons why any individual might be experiencing difficulty and what further support can be given to aid their progress.

In the Early Years, any children who are identified as possibly needing additional support are closely monitored using SEN descriptors and the Oxfordshire Development Journal.

When we provide targeted intervention programmes for groups of children, we use provision tracking (Edukey) to assess the impact they have had and to inform future planning.

Governors are provided with attainment and progress information. They act as 'critical friends' and challenge staff to use their best endeavours to raise standards further.

7. The SEND training and expertise of our staff

Our SENCo has completed the required NASENCo qualification and has specialist training in Special Needs Leadership and Coordination. She is also a trained Restorative Practitioner. She works with teachers, teaching assistants and outside agencies to organise and oversee provision for children with special educational needs (SEND). She leads the Inclusion Team and manages our team of Teaching Assistants.

We aim to ensure that all of our teachers are experienced in making adjustments to meet the needs of individual children. Our teaching assistants (TAs) have a wide range of experience and expertise in the different areas of SEND and the type of assessment and interventions we use.

We also have access to a range of specialist support services including **:

- An Educational Psychologist;
- Complex Needs service
- Child and Adolescent Mental Health Services (CAMHS);
- Communication and interaction advisory team;
- Therapy services (Speech Therapy, Occupational Therapy and Physiotherapy);
- SEN/ICT (Assistive Technology) for children who require alternative methods of recording;
- Children's Social Care;
- Delete as applicable and add any other agencies

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages: https://www.oxfordshire.gov.uk/search?search_api_fulltext=send

We always discuss the involvement of specialist SEND services with parents first. We also work with other services and organisations that are involved with a family, with the family's permission.

Our Inclusion Team includes:

Jill Hazeldine- Inclusion Team, SENCo and Behaviour Lead

Matthew Bews- Attendance, PP and Behaviour Lead

Sue Shaw –Child and Family Lead Practitioner

Deborah Wilson- Child and Family Practitioner

Jennifer Howard-SEN Teaching Assistant, Comfort Zone and ELSA lunchtime lead.

We meet bi-weekly as a group to discuss matters relating to inclusion including information sharing, reviewing cases and planning support and provision for our children and families.

All staff have regular training in SEN related areas and are kept up to date with new ideas and initiatives. We aim to ensure that all of our teachers are experienced in making adjustments to meet the needs of individual children. Our teaching assistants (TAs) have a wide range of experience and expertise in the different areas of SEND and the type of assessment and interventions we use.

We have a trained ELSA (Emotional Literacy Support) Sam Crooke, who is available for pastoral and nurture support. We also have a SEN TA, Jenny Howard, who supports the SENCo with assessments, paperwork and bespoke interventions.

We have a trained Forest School leader, Debbie Bolton, who delivers sessions for both whole classes and SEN groups ie Gifted and Talented, Social Skills, Soft Landings, Communication and Motor Skills.

Teaching assistants are trained to support the particular needs of the children they work with. They work in class or with groups to deliver an appropriately adapted curriculum for them. They have access to profiles and targets for the SEN children in their Year Groups. TAs have termly professional development meetings with the SENCo and have related targets and associated training to support these.

1:1 TAs are employed, for those children with a high level of need, to support progress towards outcomes as stated on EHCPs and access the classroom and curriculum as much as possible. Where needed, they receive training from any external agencies involved.

We also have access to a range of specialist support services including an Educational Psychology employed by the Didcot Area Partnership. Our partnership Educational Psychologist is Bryony Landsbert.

8. How we support pupils with SEND more widely

8a. Activities outside the classroom

All children and young people are included in activities and trips, following risk assessments where needed, 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>

Oxfordshire's accessibility strategy can be read at:

<https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/schoolsaccessibilitystrategy.pdf>

8b. Mental Health and wellbeing

We pay careful attention to the wellbeing of all our pupils, including those with SEND. ** Bullet point / explain strategies around mental health support, including through Quality First Teaching, here: ELSA, assemblies, values focus, PSHE curriculum, mental health awareness week, screening / assessment tools etc.

See also our anti-bullying policy, available on our school website: ** include link here.

All children have the opportunity to share their views through their school council representatives some of whom themselves have SEN needs.

We listen to the views of children/young people with SEN by asking them to contribute to their profiles

We take bullying very seriously. We help to prevent bullying of children/young people with SEN by following school policies and promoting awareness of and celebrating difference and diversity at our school.

Children with SEN needs are actively encouraged to join school clubs ie choir, running club and many attend Breakfast and After School Club.

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.

9. How we support transition between phases of education

We encourage all new children to visit the school before starting. For children with SEND we offer extra transition meetings and plan the transition process very carefully in discussion with the child, family and professionals.

**** Explain induction arrangements for nursery and Reception:**

At the end of the primary phase, we liaise frequently with secondary schools and offer extra transition visits for children who may require more support. We also run nurture groups to support children who may be worried about the transition to secondary school. Detailed reports are given to feeder schools and conversations are planned for with staff from the secondary schools to ensure they know the needs of the children moving to their school. Children get a chance to meet the key staff from their secondary schools before their transition visits.

As children transition through the school, meetings with current and subsequent teachers are planned to ensure continuity and awareness of needs.

We encourage all new children to visit the school before starting. For children/young people with SEN we offer extra visits and the opportunity to take time for the family to get to know key staff involved with their child. Our SENCo attends home visits where appropriate and handover meetings with staff from feeder settings.

We begin to prepare young people for transition into the next stage of their education or training by extra visits to secondary schools and plan and provide activities around transition and moving on. We also work closely with external agencies involved to gain expert advice to ensure a positive and well managed move to a new setting particularly for those children with EHCPs. Our Inclusion Team create a detailed and tiered transition plan annually to ensure successful moves to new classes, schools or phases.

10. How we go about evaluating the effectiveness of our SEND provision

**** Include prose / bullet points around any strengths / areas for development highlighted through inspection, self-evaluation, internal and external monitoring, information from other agencies. Where relevant and helpful, refer to any meetings between the SEND Governor and SENCo.**

To evaluate our Special Educational Needs (SEN) provision, we regularly collect and analyse data on pupil progress, conduct termly reviews with staff, parents, and, when necessary, the SENCO, observe teaching and learning of SEN pupils, and gather feedback from all stakeholders through various methods like pupil interviews, parent discussions, and formal assessments. This comprehensive approach allows for the assessment of our provision's effectiveness in improving pupil outcomes and identifies areas for necessary adjustments or alternative strategies.

In addition to this we:

- Review pupils' individual progress towards their SEN profile targets each term
- Review the impact of interventions at least termly
- Gather the 'pupil voice' to assess the effectiveness of provision for individual children
- SENCo and other school leaders monitor SEN provision through the use of learning walks, classroom observations, book looks etc
- Use provision maps to measure progress and track impact
- Hold annual reviews for pupils with EHC plans that, where possible, involve relevant external agencies
- Our SENCo liaises with our SEN governor to review provision and impact
- Have regular pupil progress meetings with SLT and Phase leads
- Use robust evaluation of policies
- Through performance management and professional development meetings
- Pupil interviews
- Parent questionnaires

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>

Oxfordshire's accessibility strategy can be read at:

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

11. What to do if you have a complaint about SEND provision

If a parent or carer is concerned about SEN provision for their child, initial contact should be made with the class teacher. A meeting will be arranged, which may include the Headteacher and/or SENCO, to discuss the concern. The Parent Partnership Service is available to support parents in meetings concerning their child's progress and welfare.

In the event of a formal complaint about SEND provision, the arrangements outlined in the Ridgeway Education Trust Complaint Policy, available on the school website, should be followed.

The Oxfordshire Special Educational Needs and Disability Information, Advice and Support Service, SENDIASS, is able to offer advice where parents / carers have concerns about SEND provision. They can be contacted through their website (www.sendiass-oxfordshire.org.uk/) or by phone on 01865 810516.

12. More information

Any concerns should be addressed with your child's class teacher in the first instance. If it is decided further action is required, the class teacher will have a discussion with the SENCo, and there will then be a further conversation with parents to discuss the next steps. ** An appointment can be made with the SENCo by....

SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) offers impartial information, advice and support to parents of children and young people with SEND. Find out more by visiting: [SENDIASS Oxfordshire – Provide Support to people with SENs in Oxfordshire](#)

If you'd 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>

Oxfordshire's Local Offer contains lots of information for parents. It is available at the following link:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>

Appendix 1:

Our school context:	Number of pupils	Percentage of school roll	National percentage <i>June 2023</i>
School Support	61	13.9%	13.0%
Education, Health and Care Plan (EHCP)	19	4.5%	4.3%
Total SEND	80	18.4%	17.3%

Primary need:	No Pupils
Cognition and learning	12
Communication and interaction	45
Social, emotional, mental health	21
Sensory and / or physical needs	2
Other	0

% of SEND pupils who are boys	69
% of SEND pupils who are girls	31
% of SEND pupils who are also entitled to Pupil Premium	50
% of SEND pupils who speak English as an additional language (EAL)	10

Attainment of pupils with SEND (2024-25)

	Key Stage One			Key Stage Two		
	Percentage at least Expected standard			Percentage at least Expected standard		
	Reading	Writing	Maths	Reading	Writing	Maths
Pupils with SEND	21%	14%	36%	25%	19%	25%
Pupils without SEND	70%	70%	77%	80%	84%	89%

Attendance and exclusions (2024-25)

	All Pupils	No SEND	SEND Support	EHCP	Total SEND
%age attendance	94.5%	95.3%	92.3%	90.5%	92.15%
%age Persistent Absence	18.5%	15.43%	26.03%	39.13%	29.03%
Suspensions / exclusions (number incidents)	23	6	17	4	17