

SEND Information Report

Liz Henderson – SENCo - September 2026

The kinds of SEND that are provided for:

We provide for a wide range of Special Educational Needs and Disabilities at The Blake CE Primary School. We currently have **86** pupils on the SEND register (24% of the school population), which is higher than average (19.5%). 22 of these pupils with SEND have an agreed Education and Health Care Plan (EHCP) This is 25.6% of the whole school population; higher than the average of 4.1%. The number of pupils with an EHCP has increased over previous years, 22 in 2025, 19 in 2024, 16 in 2021, 13 in 2020 and 9 in 2019.

The current range of SEND is as follows (primary need):

Cognition & Learning	23
Communication & Interaction	35
Social Emotional Mental Health	27
Physical Disability	4

Pupils with SEND are spread over the following classes:

Class	EHCP	EHCP assessment in progress	SEND Support
Reception	1	1	4
Year 1	1	1	9
Year 2	4	0	11
Year 3	4	1	6
Year 4	3	1	12
Year 5	4	0	9
Year 6	5	0	13

Policies for identifying pupils with SEND and assessing their needs, including the name and contact details of the SENCo (mainstream schools only):

Teachers, Teaching Assistants and parents raise concerns with the SENCo (Also the Assistant Headteacher for Inclusion). The SENCo then works with staff to ensure that strategies to meet need and close the gap in learning have been introduced and monitored as part of the 'assess, plan, do, review' cycle. If the concern remains, an observation of the child will be carried out by the SENCo, some initial assessments and a discussion with parents will take place. Depending upon the evidence gathered and the level and area of their needs, the child may be added to the SEN register.

If a child does not meet the criteria/descriptors for SEND but is experiencing specific barriers to learning, the class teacher will work with the parent to produce a Pupil Profile outlining the strategies and additional support that the pupil will access in school to support their learning. This will be reviewed on an ongoing, informal basis between the teacher and the parent but if concerns are raised at any point, including through pupil progress tracking meetings, a consultation with the SENCo will happen and next steps identified.

When a pupil is to be added to the register, parents will be informed and invited to a meeting with their class teacher. This meeting will outline the concerns and discuss strategies that will be put in place to form a 'Learning Plan'. Learning Plans are typically reviewed 3 times a year, in the autumn, the spring and the summer. The SENCo at The Blake CE School is currently Mrs Liz Henderson, who can be

contacted at the school on 01993 702840 or by emailing sen@blake.oxon.sch.uk or by post to The SENCo, The Blake CE Primary School, Cogges Hill Road, Witney, Oxon OX28 3FR.

Arrangements for consulting parents of pupils with SEND and involving them in their pupils' education:

In addition to the whole school parents' evenings and written reports, Learning Plan meetings with relevant school staff take place three times a year if pupils are on the SEN register. Targets and progress are reviewed, and new targets are set. The SENCo will take the lead for pupils with a statutory Education Health Care Plan and meet with these parents/carers alongside teaching staff.

Parents of pupils with SEND meet with teachers at parents' evenings and are invited to come into school at the end of the year to review and set new targets for the next academic year. The Blake School has an 'Open Door' policy for parents. They are very welcome to meet with the SENCo and/or teaching staff, either in person or remotely, at any mutually convenient time.

Arrangements for consulting young people with SEND and involving them in their education:

Prior to each Learning Plan review meeting, pupils with SEND are asked about their own targets and invited to input their own opinions and feelings into the plan. This is an invaluable opportunity to assess their understanding of their own achievements as well as address any new issues. Our pupils with SEND also build up strong relationships with the adults working in their classrooms and the SENCo. They often will talk about their learning to these trusted adults or come to them with any barriers to learning they may have. As pupils get older and reach the Upper Learning Phase, they are invited into part of the Learning Plan review meeting to talk about their targets with their parents and class teacher. This enables them to take ownership of their next steps.

Arrangements for assessing and reviewing pupils' progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review:

As part of each Learning Plan meeting, pupils' and parents' views are considered and recorded. Pupils' progress towards their targets is reviewed at each review meeting (three times a year). In addition to these meetings, class teachers and the SENCo analyse the academic progress of the SEND pupils at three assessment points throughout the year, including what interventions and strategies are proving successful or what needs to be changed to make a greater impact.

Arrangements for supporting pupils moving between phases of education and preparing for adulthood:

Transition between the Early Years Curriculum, Key Stage One, Key Stage Two and Key Stage Three is very important for pupils with SEND. In school, teachers and teaching assistants work extremely closely together to ensure a calm and smooth transition takes place. The pupils have opportunities to meet and work with their new adults prior to the end of each phase and are made to feel comfortable with their future surroundings. Any practical needs can also be addressed and discussed, e.g. ramps in and out of the building. Wherever possible, new class teachers and teaching assistants can be involved in the final Learning Plan review of the academic year in order to prepare both parents and teachers for their new phase. When pupils are in Year 6, the receiving SENCo and head of Year 7 are made aware of any needs the pupils entering their school will have and visits and talks are held in term 6.

We also support pupils transition from our school to specialist settings. Recently, these transitions have been to specialist settings for PMLD and for C&I needs.

The approach to teaching pupils with SEND:

SEND pupils take part in high quality wave one teaching by class teachers, and then further work is differentiated to meet the right level of challenge. In addition to this there is also individual and small group support by teaching assistants, ICT resources, such as Nessy, Numicon, Clicker, Word Shark, programmes and resources recommended by outside agencies and support from outside agencies. There are times when it is more appropriate for SEND pupils to work individually with an adult, but there are also times when it is appropriate for the SEND pupils to build up independence and resilience to learning independently. Close planning takes place between the SENCo and class teacher to ensure appropriate differentiation and support for pupils is met. In addition, any practical needs or equipment is resourced and where possible put into place.

How adaptations are made to the curriculum and the learning environment of pupils with SEND:

Changes are made to the curriculum at The Blake to cater for the needs of all learners. Different learning styles are used for all pupils as part of high-quality wave one teaching. Visual, auditory and a hands-on approach are all used. To support pupils with SEND further, individual practical resources are often made, enlarged, printed on different colours (to help with Dyslexia) or visual prompts to support speech and language needs. In addition to lesson resources, the learning environment is often adapted to include individual timetables, task boards, feelings cards and other prompts are used to support SEND such as Autistic Spectrum Disorder, speech and language processing and social and emotional needs. These SEND pupils may also have particular seating and peg places to minimise anxieties.

We have 2 pupils with physical needs who have needed the learning environment to be adapted in a physical way. These include, adding ramps to the site and a disabled toilet/wet room with changing table and hoist. The physical classroom environment is adjusted to ensure there is enough space for wheelchairs and walkers to move around safely.

We currently have 5 pupils with an EHCP, who are accessing approved Alternative Education Provision to fully meet the provision as outlined in their plans. This provision includes Dare2Dream, Rising Kites, Player Ready, Targeted Provision, Autism Champions, home tutoring and forest school. These providers report back to school on progress after each session. Termly reviews are held with the SENCo and the AEP providers to ensure that this is still appropriate and beneficial for the pupils.

The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured:

Teaching staff, teaching assistants and other support staff, access regular courses and training to support them in their roles. These include whole staff training and specific individualised training such as TAs attending a course for ICT resources for physically disabled pupils. Professionals from the Oxfordshire Special Needs Advisory Teams come in frequently to support staff with our pupils with Autism or other Communication and Interaction difficulties. A speech and language therapist comes into school each term to work with individual pupils. Also, we benefit from an Educational Psychologist, who comes into school throughout the year to assess the ongoing needs of pupils. In addition, private companies have been in to advise on behavioural issues and to make recommendations. This year, our CAMHS Mental Health Support team facilitated online parent workshops on 'Helping Your Child

with Fears and Worries' and 'The Brief Incredible Years: Empowering parents to manage and understand their child's behaviour.'

This year we have benefited from specialist outreach support through the LA, which was delivered by the Gallery Trust. This involved CPD training for teaching assistants from Emma Lawley. **Total Communication Training** was about how we can support inclusive communication for all learners.

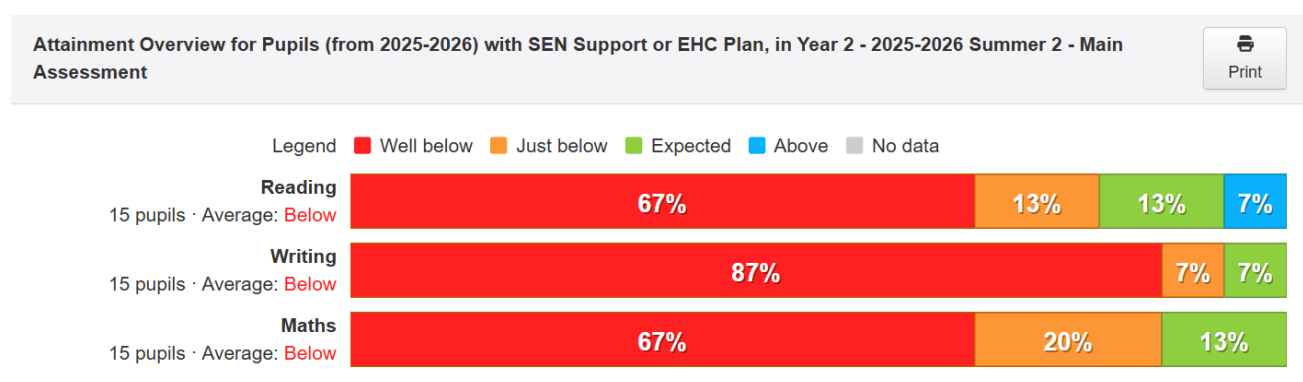
13 members of staff were trained to administer epilepsy medication for two pupils.

The SENCo continues to attend Oxfordshire Inclusion meetings (OXSiT) and SENCo partnership meetings with other SENCo's in the Witney area.

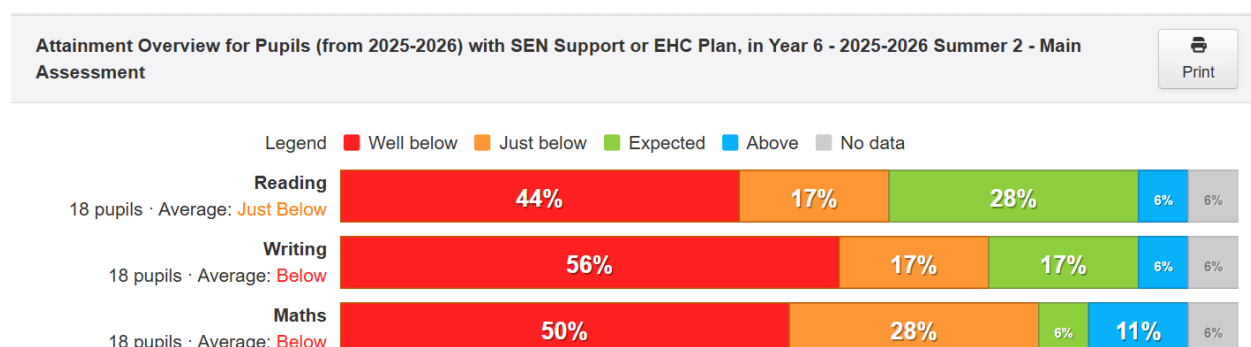
Evaluating the effectiveness of the provision made for pupils with SEND:

Provision for pupils with SEND is reviewed through pupil progress meetings, EHCP annual reviews and assessment data. If individual targets have not been achieved, whether or not the target is appropriate and achievable is discussed. If interventions are not working, they are adapted or a new one is implemented. Intervention groups take measures to evaluate the progress of the pupils and this is regularly monitored. Where progress is not evident or not as expected, reviews are held with staff to identify reasons for this – or to highlight alternative assessments to look for smaller steps of progress.

KS1 – SEND end of Year 2 internal data 2026:



KS2 – SEND end of Year 6 internal data 2026:



How pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND:

We pride ourselves on being a fully inclusive school where all pupils take part in everything, therefore, pupils with SEND are encouraged to take part in all school activities. These include all school-based

activities such as music/drama performances, sporting events and school responsibilities such as School Council/ Eco reps.

Pupils with SEND are also encouraged to take part in extra-curricular activities before and after school. Pupils with SEND regularly represent the school at football and hockey and many attend the breakfast club and after school club on site. We recently took part in the Boccia league in Witney and offered an after-school club. This provided an additional opportunity for our children with physical disabilities to represent the school and to flourish in doing so. We have also been able to offer tennis lessons, funded by the Tim Henman Foundation, for those pupils whose needs would not allow them to take part in mainstream lessons after school.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of pupils with SEND and measures to prevent bullying:

Strategies are in place to support emotional and social development. Our pupils with SEND are encouraged to take part in games club at lunchtimes or go to the sensory garden. Here they have the opportunity to talk to a trusted adult and feel safe and confident to play with others. All staff practise a values based, and personal, social, health education programme in school and lead by example. At any time, pupils with SEND can talk to trusted adults and their concerns will be handled in a consistent and appropriate manner. In addition, we have trained staff to deliver Friendship clubs and Nurture groups to different groups of pupils, building self-esteem and promoting positive relationships.

A buddy system is in place to support vulnerable pupils with SEND. These pupils always have a trusted friend they can play with, talk to, or go to if they feel anxious. This system has proved a great success for several pupils.

All staff are aware of pupils with SEND who have specific social and emotional needs. This ensures that all pupils' needs and provision are met throughout their school day, whether that be in the classroom, on the playground, or in the hall.

Over the past year, 5 pupils have benefited from TLG Coaching, a structured early intervention programme that provides regular one-to-one support with a trained coach to develop emotional wellbeing, resilience, confidence, and engagement with learning.

How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families:

Strong links with outside agencies who come into school on a regular basis (CAHMS, including the MHST, Early Intervention Hub, LACAT, Communication and Interaction advisory service, Speech and Language Therapists, Physical Disability Advisory Teacher, Physiotherapists, Occupational Therapists, diabetes care, school health team) Recommendations from outside agencies are followed up through pupils' Learning Plans to ensure pupils make progress in their specific areas (for example, pupils given speech and language therapy recommendations improve in their speech and language - this will be evidenced by monitoring visits).

Arrangements for handling complaints from parents of pupils with SEN about the provision made at the school:

Parents are encouraged to meet quickly with class teachers and or the SENCo if they have any worries at all about their children. In the majority of cases, issues can be cleared up or resolved quickly and

efficiently. Should this not be achievable, further meetings take place between parents and the SENCo and if necessary, a member of the senior team. If appropriate, the Head teacher can meet with parents without the SENCo or class teacher in order to reach a resolution.

Where it is still not possible to achieve resolution, the school has a formal complaints procedure that will be followed.

Named contacts within the school for when young people or parents have concerns:

Concerns can be raised with any member of staff at The Blake School and will be dealt with in a consistent and appropriate manner. If a young person or parent wants to disclose child protection/safety issues they can go directly to Mr Tim Edwards-Grundy, who is our Safeguarding Lead, or to any of the Deputy Safeguard Leads, Miss Claire Main, Mrs Judith Ledden or Mrs Ruth Lockwood. If other adults are approached and there is a safeguarding issue the Head teacher will be informed immediately.

The school's contribution to the local offer and where the LAs local offer is published:

The school makes use of guidance from Oxfordshire County Council, including new indicator tools for SEND (published in Jan 25), the Ordinarily Available SEND Provision (updated 2025) and the Inclusive Support Series (<https://schools.oxfordshire.gov.uk/special-educational-needs/policy-guidance-and-resources/key-documents-and-links>). The Local Offer is signposted to parents and staff (https://www.oxfordshire.gov.uk/children-and-families/oxfordshire-send-local-offer?utm_term=nil&utm_content=).

The school has very close links with the SEN Support Services, professionals from the Communication and Interaction Team, Assisted Technology, Hearing Impairment and the Physical Disability Team, all come in to support pupils, staff and parents.

The school works with SENDIASS (Formerly Parent Partnership) to support individual pupils and families and to take measures to meet their individual needs.

Where pupils are referred to CAMHS the SENCo and staff work closely with pupils and families in order to get the most out of these sessions. The School nurse team take referrals from school and comes in, with parental permission, to assess the needs of pupils.

Looked After Pupils are supported at The Blake by the designated teacher for LAC (Mr Tim Edwards-Grundy) and working closely with social workers and the Virtual School to take part in PEPs (personal educational plan). This ensures their needs are being met and reviewed and evaluated regularly.

Loving, learning and flourishing in Community