



St Mary's Catholic Primary School

Queen's Avenue, Bicester, Oxfordshire OX26 2NX
01869 252035
Office.3824@st-marys-bicester.oxon.sch.uk

Headteacher: Mr D O'Connor



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of BIRMINGHAM

SEND Information Report – 2025-2026

SENCO: Mrs Karen Driver

SEN Governor: Mrs Katherine Riley

This report sets out information about our provision for children with special educational needs (SEND). This report is updated annually.

Introduction

St Mary's Catholic Primary School is a fully inclusive school that is committed to providing the best possible education to all of its children regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs. As a school, we work hard to effectively support and actively include all pupils, regardless of their individual needs and difficulties, and seek to remove barriers to learning to help them to succeed. This Report is intended to give you information regarding the many ways in which we ensure we support all our children, including those with SEND. As a school we constantly review and evaluate our practice to meet the changing requirements of individual children. Currently (September 2025), we have 43 children on our school's SEND Register (EYFS-Y6) who are identified as having an additional need. This is 19.5% of our pupil roll which matches the national average. Of these, 15 pupils (6.8%) have Education, Health and Care Plans, which is above the National Average of 5.3%.

Areas of SEND

- **Communication and Interaction Needs** - This includes children who have speech, language and communication difficulties and autistic spectrum conditions.
- **Cognition and Learning Needs** - This includes children who have learning difficulties and specific learning difficulties like dyslexia, developmental coordination disorder and dyscalculia.
- **Social, Emotional and Mental Health Needs** - This includes children who have anxiety, or Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD).
- **Sensory and/or Physical Needs** - This includes children who have visual or hearing needs and/or a physical disability that affects their learning.

What are our school's admission arrangements for pupils with SEN or disabilities?

St Mary's Catholic Primary School welcomes all children regardless of special needs or disability. Pupils with additional needs may have extra visits before starting school and in exceptional circumstances children may begin their time with us on a part time basis. We liaise closely with parents and carers to ensure that the correct arrangements are in place. For further information on admissions please refer to the Admissions Policy on our website <https://st-marys-bicester.oxon.sch.uk/information/school-information/admissions/>.

What are our school's access facilities for pupils with SEN?

Our school is committed to making reasonable adjustments wherever possible. We have a wide range of adapted resources to support differentiation of teaching and learning activities and our staff have high levels of expertise and



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know where to find information regarding inclusion of children with SEND. Our building is accessible for wheelchairs and adaptations have been made to make all areas of the school safe and easy to get around for all our pupils. Where specialist equipment is needed, we contact the Local Authority Physical Disability Support Service (PDSS) team to assess needs and provide advice and/or equipment.

What areas of need exist in our school?

At St Mary's Catholic Primary School we currently support and have supported a number of children with a range of additional needs including:

- Specific Learning Difficulties such as Dyslexia and Dyscalculia
- Behavioural needs
- Autistic Spectrum Conditions (incl. PDA) & ADHD Conditions
- Moderate Learning Difficulties
- Speech, Communication and Language Difficulties
- Wellbeing, Social Emotional and Mental Health needs
- Medical needs: various allergies, diabetes
- Hearing impairments
- Sensory Needs

Our biggest area of need is communication and interaction which covers speech, language and communication needs as well as autistic spectrum disorders and social communication difficulties.

How do we identify a child with Special Educational Needs or Disabilities (SEND) and how do we assess their needs?

Early identification of pupils with SEND is a priority. At St Mary's Catholic Primary School we use appropriate screening and assessment tools, and assess pupil progress through:

- Evidence obtained by teacher observation/assessment;
- Pupil progress in relation to objectives in the English and Mathematics national expectations;
- Standardised screening or assessment tools;
- Evidence/observations/information from parents;
- Pupils' performance in Early Years Foundation Stage
- Information from outside agencies e.g. Specialist teachers, Speech and language service, Educational Psychologist etc
- Reports or observations
- Records from previous schools/early years settings

How are parents and pupils involved?

Parents are informed when the school first considers offering special needs provision for a child and are actively involved in decision making regarding SEND. All pupils who are on the SEND Register have a carefully planned Pupil Profile which lays out the strategies to support learning in class, additional support and intervention, and outcomes to be achieved over the year. The views of pupils are important to the way in which we support them during their time at



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St Mary's Catholic Primary. We are constantly working to give all the children in our care as much involvement as possible in their learning, and to give them choices regarding their learning. Teachers include children's views in any discussion or reviews of the child's progress and needs. Pupil Voice is something we take very seriously to ensure that children feel their needs are being best met for them to thrive with us. Parents of children with SEND meet with their child's class teacher at least twice a year to review their child's progress, drawing on current performance data. The SENDCo is also available to meet with parents at other times, for more informal discussions about their child. Pupils with an Education, Health and Care Plan (EHC Plan) have termly meetings with their child's class teacher as well as annual review meetings whereby external agencies are invited to review progress. All parents receive regular communication from their child's class teacher, formally in the end of year reports; at termly parents' meetings; as well as informally via email, phone calls or face-to-face. Parent Information Curriculum evenings are held early in the new school year. Class teachers and the SENCO are available to discuss any concerns you have. Meetings are available with them at any point throughout the year. Please make an appointment with the school office.

How is pupil progress and attainment tracked?

Three times a year teachers, the Head Teacher and SENCO meet to look at pupil progress data. The data for each child is analysed via our assessment and tracking system. The achievements and progress of each SEND pupil is discussed to ensure s/he is progressing well; provision to accelerate progress is carefully planned from these discussions.

How do we ensure inclusion?

Barriers to inclusion are identified in your child's Pupil Profile and are removed to ensure that all pupils can participate fully in activities alongside other pupils. This may occasionally mean additional equipment or staff are required for certain activities or there may be a need for extra training or a risk assessment to ensure children are safe and well-provided for, especially if going on residential trips or taking part in extra-curricular activities. No pupil would be excluded from an activity where adjustments could be made for them to take part.

What SEND funding do schools receive?

Government funding to school is based on three factors:

- Core Education Funding The AWPU (Age Weighted Pupil Unit) – This is dependent on the total number of pupils in a school. Each pupil (both with and without SEN) is provided with a certain amount of funding to meet their educational needs.
 - Additional Support Funding (ASF) - On top of the core education funding, schools are given an additional amount of funding to meet the special educational provision of pupils with SEN. This funding comes from a particular funding stream called either the designated schools grant or schools block. This funding forms part of a school's 'SEN budget'. Currently, the government suggests that a school should use their notional SEN budget to fund up to £6,000 worth of special educational provision for a pupil with SEN. This is an average figure, as not all pupils with SEN require special educational provision up to the amount of £6,000. It should heavily depend on the individual needs of each pupil with SEN. Additional support funding is used for pupils requiring special educational provision, including, for example, the commissioning of external experts such as therapists to attend a school and provide support.
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· Top-up Funding - If a school requires funding that goes beyond the maximum £6,000 to provide a pupil's special educational provision, then depending on the assessed needs of the pupil an application may be made to Oxfordshire County Council to access some additional funding to meet specific needs or for an Education, Health and Care needs assessment to take place.

How did we spend out SEN budget last year?

As a school we prioritise spending to support the needs of our children who have additional educational needs and those who are at risk of underachieving. During 2024-25 we spent our funding on:

- Educational support staff
- Educational support staff 1:1
- Training to prioritise the needs of all pupils including those with special needs and disabilities
- Accessing support from outside agencies including input from an Educational Psychologist, Clear Sky Play Therapy, OXSIT Consultancy, Behaviour Support Consultancy.

What steps have we taken to prevent pupils with SEN from being treated less favourably than other pupils?

Each term teachers complete Pupil Profiles on Provision Map for each pupil with SEN needs and each intervention carried out is baselined and re-assessed after six - ten weeks to determine the impact of this additional provision.

Interventions provided have included:

- Precision teaching
- Detailed, diagnostic assessments to identify what each pupil needs to learn
- Individual and specialist support for pupils with high level needs
- Computer based programmes such as Widget and Timetable Rock Stars
- Support through an individually tailored programme for pupils with significant reading and/or spelling difficulties or dyslexia
- Language and Social Interaction Programmes such as; Time to Talk, Lego Therapy
- Emotional Literacy to support development of social interaction and communication skills
- Sensory Circuits to develop children with gross motor, coordination and cognition skills
- Social Stories to support understanding and positive behaviour
- Pictorial representation to support children in the daily structure of the school day e.g. visual timetables, now and next boards
- Write from the Start, Nelson's Handwriting Progression Books and Finger GYM resources to support children with their fine motor development
- Speech and Language Therapy to support communication
- Clear Sky Play Therapy to support social, emotional and mental health
- Promoting Social, Emotional & Mental Health Projects such as Lighthouse Radio, ACAP Intervention
- Lego Therapy this supports communication, social skills and fine motor development
- Transition to Secondary or transition between class support – this is tailored to the individual child, school visits are made where needed

What Multi-agency Support is available to support children with SEND?



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There are a range of professionals and services that the school can call upon for advice and support in meeting the needs of a child with SEN or disabilities including:

- Educational Psychology
- SENSS Communication & Interaction Team
- SENSS Speech & Language Team
- SENSS Hearing Impaired Team
- SENSS Occupational Therapy Team
- SENSS Physiotherapy Team
- SENSS BIO Team
- Child and Adolescent Mental Health Service (CAMHS)
- Mental Health Support Team (MHST)
- Bicester Family Solutions – Social Care
- Clear Sky Play Therapy
- Oxfordshire Autistic Outreach Team
- Locality Community Support Service (LCSS)
- Educational Behaviour Support Team
- School Nurse Team
- Community Paediatric Team (John Radcliffe Hospital)
- Early Years SEN Team
- Children's Disability Team
- Oxfordshire Mind

The school can help parents get support from these teams if it is appropriate for the needs of their child. In some cases the child's GP can also make a referral.

What training is provided for staff?

We ensure the quality of teaching and learning for pupils with SEND are a core part of the school's performance management and professional development arrangements for all staff. Staff receive regular training on specific needs and conditions as they arise. In addition to training around medical conditions, all staff receive regular updates of SEND practice and regulation, appropriate methods for differentiation in the classroom and how to plan for inclusion of all pupils as part of our regular whole school staff meetings.

How do we manage smooth transition between years and between settings?

We aim to make every pupil feel secure and confident for a smooth transition through the stages of their education. Transition within our school is arranged to meet the needs of every child and we recognise that some children require more support at this time. For some children the process begins in early July with visits to the new class teacher and new classroom. For some children a transition book is created with photographs to help the child prepare over the summer holiday period. Records for all children are passed on during discussion times between the present and new class teacher to ensure information is handed over and key information is shared.



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We recognise that for any child, at any time, when there is transition to another school, it is very important that all the key information about the child is passed onto the new school. We do all that we can to facilitate this process which can vary from school to school and Local Authority to Local Authority. Usually a face to face meeting or telephone conversation will occur between teachers and the SENCO from each school to share vital information for inclusion. Every child is an individual and we do our best to meet these individual needs.

What safeguarding measures are in place in our school?

Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted and where safeguarding is very effective. Leaders and staff work effectively with external partners to support pupils who are at risk or who are known to be vulnerable. Mr O'Connor (Head Teacher, Mrs Driver (SENCO), Mrs Williams (Deputy Head) and Mrs Hawkins (Home School Link Worker) are the nominated Lead Professionals responsible for Safeguarding issues that arise in school. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation; each week our Staff Meeting agenda includes an item to give staff the opportunity to raise any safeguarding concerns. Once per fortnight we hold a safeguarding briefing for key members of staff involved in the pastoral care of pupils. Policies and procedures are in-place within school to deal with effectively with any safeguarding issues. All DSL's are up to date with training. All staff, governors and regular volunteers receive Generalist Safeguarding training when they start at St Mary's and then every year or after a change in guidance. All staff, governors and regular volunteers undergo enhanced checks by the government Disclose and Barring Service (DBS).

How are the governing body involved in our SEND provision?

Governors on the Finance & Personnel Committee review the school's spending regularly, and at termly meetings of the full Governing Body, governors receive a detailed SEND Report from the SENCO each year; they have opportunity to discuss its contents at meetings of the full Governing Body in the Autumn, Spring and Summer Terms. The Link Governor for SEND works closely with the SENCO and supports them in the achievement of targets in the School's Development Plan to constantly review and evaluate SEND provision for pupils.

What if I have a complaint?

If you are concerned with your child's progress, or you have any concerns regarding your child's education, your first step should be to talk directly to your child's class teacher about your concerns. If your concern is not resolved by the teacher, you should then ask for a meeting with the SENCO, who will do their best to help resolve the issue. The next step would be to meet with the Head Teacher, Mr O'Connor. If this still does not resolve the issue, you may choose to make a formal complaint by putting it in writing addressed to Mr O'Connor. The school's Complaints Procedure is available on the school website and a hard copy can be obtained from the school office.

Where can I find further information on SEND?

Our SEND Policy, Accessibility Policy and Equality Policy can be downloaded or read online via our school website. If you are unable to access our website or would prefer a hard copy of the Policy, please contact the school office.



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If you wish to access the Local Offer from Oxfordshire County Council you can do so using the link <https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer> SENDIASS Oxfordshire offers informed and impartial support to parents/carers of children with SEN and/or disabilities, and children and young people with SEND.

They can be contact by: Telephone: 01865 810516 Text: 07786 524294 Email: sendiass@oxfordshire.gov.uk Website: www.oxfordshire.gov.uk/sendias

If parents have any questions or concerns regarding SEND, they should contact Mrs Karen Driver via the school office on office.3824@st-marys-bicester.oxon.sch.uk
