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

SEND Information Report 2026-2027

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 2026), we have 401 children on our school's SEND Register (EYFS-Y6) who are identified as having an additional need. This is 18.1% of our pupil roll which is above the national average (13.6%.) Of these, 14 pupils (6.25%) have Education, Health and Care Plans, which is above the National Average of 4.8%.

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.

Our Special Educational Needs & Disabilities Coordinator (SENDCO) is Mrs Karen Driver who can be contacted through the School office on Tel: 01865 232035 or kdriver@st-marys-bicester.oxon.sch.uk.

The School governor with a responsibility for SEND is Mrs Katherine Riley who can also be contacted through the school office on Tel: 01869 232035 or office.3824@st-marys-bicester.oxon.sch.uk. The SEND Governor regularly meets with the SENDCO and feeds back information to the rest of the school's governing body. It is our aim that the SEND governor and SENDCo meet several times during the year to consider and develop the provision for SEND pupils across the school.

Our school **SEND policy, Equality and Accessibility Plan** can be found on the School Policies section of our school website.

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What is 'Special Educational Needs'?

A child or young person has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child or young person is considered to have a learning difficulty or disability if they:

• 'have a significantly greater difficulty in learning than the majority of others of the same age; or
• have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age'.

(Code of Practice 2014)

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/.

We encourage all new children to visit the school before starting. If children join the school in year, we liaise with the former school concerning any special educational needs and disabilities. Similarly, if a pupil leaves our school in the year, we will liaise closely with the new school.

We begin to prepare pupils for transition into the next stage of their education by liaising with the secondary school, and sharing information about special educational needs and disabilities.

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 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. Our current data shows that:

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	Number	%
Total Female	12	29.3
Total Male	29	70.7
Total EHCP	14	34.1
Total SEN Support (K)	27	65.9
Total Pupil Premium (PP)	8	19.5
Cognition and Learning (C&L)	13	31.7
Social, Emotional, Mental Health (SEMH)	3	7.3
Communication and Interaction (C&I)	23	56.1
Sensory or Physical Needs (Se/Ph)	2	4.9

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. The school uses Oxfordshire County Council's guidance 'Ordinarily Available SEND Provision' (September 2024). The guidance sets out:

- How we identify if a child 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.

For pupils that need SEND provision, the school operates a graduated response to their needs.

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This acknowledges that some children will benefit from specific support from school or external agencies and as such will be identified as requiring SEND support. They will be placed on the school's SEND register which is monitored centrally by the Local Authority. Other children will require an Education Health Care Plan (EHCP) to support them in their learning.

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.

Parents of children with SEND meet with their child's class teacher at least three times 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 (office.3824@st-marys-bicester.oxon.sch.uk.)

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How are young people with SEND consulted and involved in their education, including their progress towards outcomes?

Children with SEND often have a great understanding of their own needs and what sort of help they would like will be ascertained where appropriate. Children are encouraged to participate in the decision-making process when we review Pupil Profiles. If they have an EHCP, they will also be asked to play a role within the Annual Review meeting, usually by completing the All About Me sheet which forms a central part of the meeting and if appropriate for their age and needs, will also be invited to attend the Annual Review.

For Pupil Profile review, views will be collected during the reviewing period.

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.

Some of the SEND interventions and resources we can use in school include:

Communication & Interaction	Lego Therapy Individualised social stories Visual timetables & personalised support aids Wellcomm - (*New for September 2026)* Project WordPlay - *(New for September 2026)* SENSS Speech & Language Therapist SENSS Communication & Interaction Advisory Teacher Lighthouse Radio Time to Talk Attention Bucket
Reading	1:1 Reading Language for Thinking Catch Up Skills to close gaps via our phonics scheme Rocket Phonics ARCH Reader

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Writing	Write from the Start Nelson Handwriting Program Children's Integrated Therapy - 12 Week Program Catch Up Skills to close gaps
Maths	Time Table Rock Stars Catch Up Skills to close gaps
Social, Emotional & Mental Health	Individual visual timetables Soft starts Rainbow Bereavement program - *(New for September 2026)* ACAP (Adult, Child, Attachment Play) Sessions Clear Sky Play Therapy Rhythm & Wellbeing (RAW)
Motor Skills & Sensory and Physical	The Harbour Sensory Room Occupational Therapy Service & Screening resources Alternatives to traditional written format e.g. using a device Sensory resource box (Individualised) Sensory Circuits Pencil grips, seat cushions, sloping boards Oral support e.g. chews Ear Defenders Disabled toilet & changing facility

<u>What specialist expertise does the school have access to?</u>

There are members of staff within the school who have completed specific training in SEND and we seek guidance from external experts: Internally:

- Special Educational Needs and Disabilities Co-ordinator (SENDCo)

- PFMAC Inclusion Lead (Mrs Helen Skertchley)

- Trained teachers and Teaching Assistants who can deliver different interventions

Externally:

- OXSIT (Oxfordshire School Inclusion Team) and Oxfordshire SEN Team – we buy into the foundation package which enables us to attend Inclusion Briefings and access phone/ email support with specific queries to help us in improving our inclusive practice and raising the attainment of learners vulnerable to under-achievement.

- Educational Psychologist (Tara Midgen)

- Special Educational Needs Support Service (SENSS): who support children with communication and language needs, sensory needs and physical needs

-The Integrated Therapies Team (Physiotherapy, Occupational Therapy, Speech and Language Therapy)

- School Health Nurse

- Child and Adolescent Mental Health Services (CAMHS)

- Early Years SEND Inclusion Team (EYSENIT) Advisory teachers who support our youngest children and their families Information about these services and what they offer can be found on the Oxfordshire County Council SEND web pages

These services provide us with regular assessments and support for individuals and offer specific resources and programmes of work. We can also make referrals to these agencies if, in conjunction with parents, we feel their professional knowledge will support us in making the best provision for a child.

What do we do to support the social and emotional development and well-being of children?

We provide a range of activities to support emotional and social development for individuals. We also have good links with the behaviour support team, our Educational Psychologist (Tara Midgen) and OXSIT all of which offer us advice. We also have school focuses including participating in The Kindness Crew and ensuring that our staff have training in social and emotional development.

All classes use a restorative approach for all pupils and, as detailed in our Behaviour Policy. All pupils also have the opportunity to share their view through their School Council Representatives and are regularly encouraged to share any concerns about school or home with a member of staff.

We take bullying very seriously for all children including those with SEND. AntiBullying approaches form a central part of our RHE programme.

What support is in place for looked-after and previously looked-after children with SEN?

Our designated teacher for looked after children and previously looked after children is Mrs Karen Driver. They can be contacted via the school office (Tel: 01869 252 035 or kdriver@st-marys-bicester.oxon.sch.uk.) Children who are looked after or previously looked after will be supported much in the same way as any other child who has SEND. However, looked after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC Plans are consistent and complement one another.

How are pupils with SEND helped to access activities outside the classroom?

All pupils are included in activities within the school day, before and after school clubs, day and residential trips, following risk assessments, where needed, and in accordance with duties under the Equalities Act 2010. We communicate with parents and pupils when planning trips so that everyone is clear about what will happen.

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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.

· 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 our 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 2025-2026 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.
- Rainbows Bereavement Training

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) and Mrs Williams (Deputy Head) 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 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).

SENCo works closely with Thames Valley Police Schools Officer PC Robert Kelly (5380.)

How are the governing bodies 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.

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/sendiass