



St Frideswide C of E Primary School Cricket Road Centre,
Cricket Road
OXFORD OX4 3DJ
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office@stfrideswides.co.uk
Headteacher: Hannah Forder-Ball



Special Educational Needs and Disabilities (SEND) Information Report

St Frideswide C of E Primary School

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Written by:	Amanda Edwards-Day	Date: 2 nd April 2025
Last reviewed on:		
Next review due by:	2 nd April 2026	

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The aim of this Information Report is to explain how we implement our SEND policy and show how we implement SEND support in St Frideswide C of E Primary School.

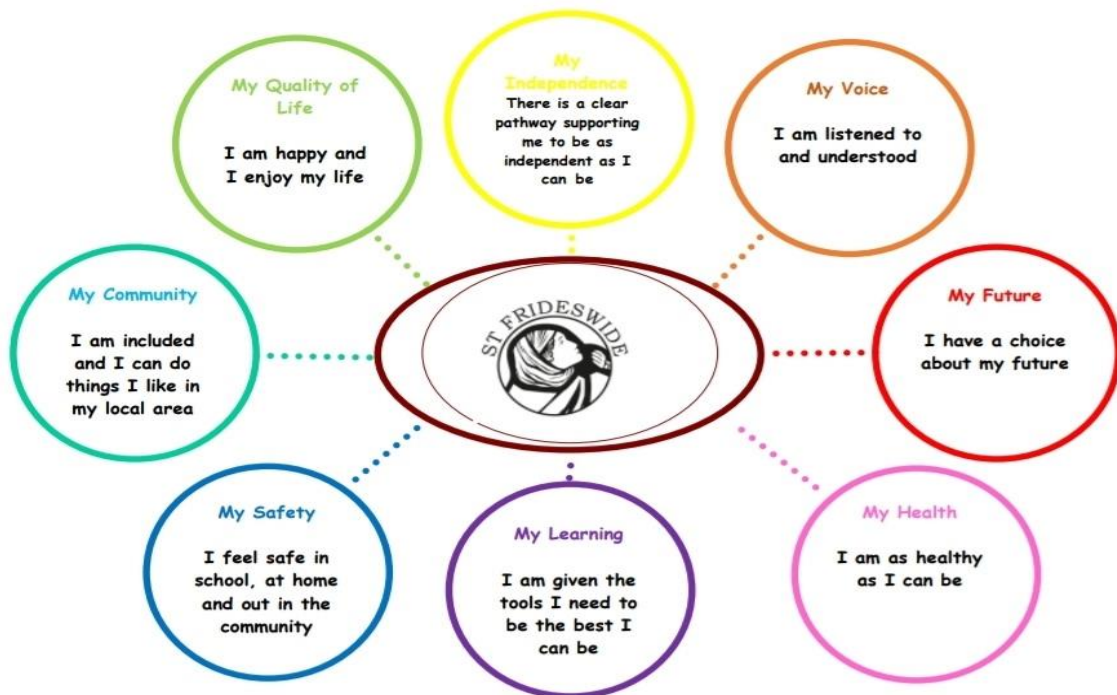
If you want to know more about our arrangements for SEND, read our SEND policy and SEND report alongside this Information Report.

You can find our SEND policy on our website: <https://www.stfrideswides.co.uk/our-school/policies>

SEND Annual report: <https://www.stfrideswides.co.uk/our-school/inclusion-send>

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

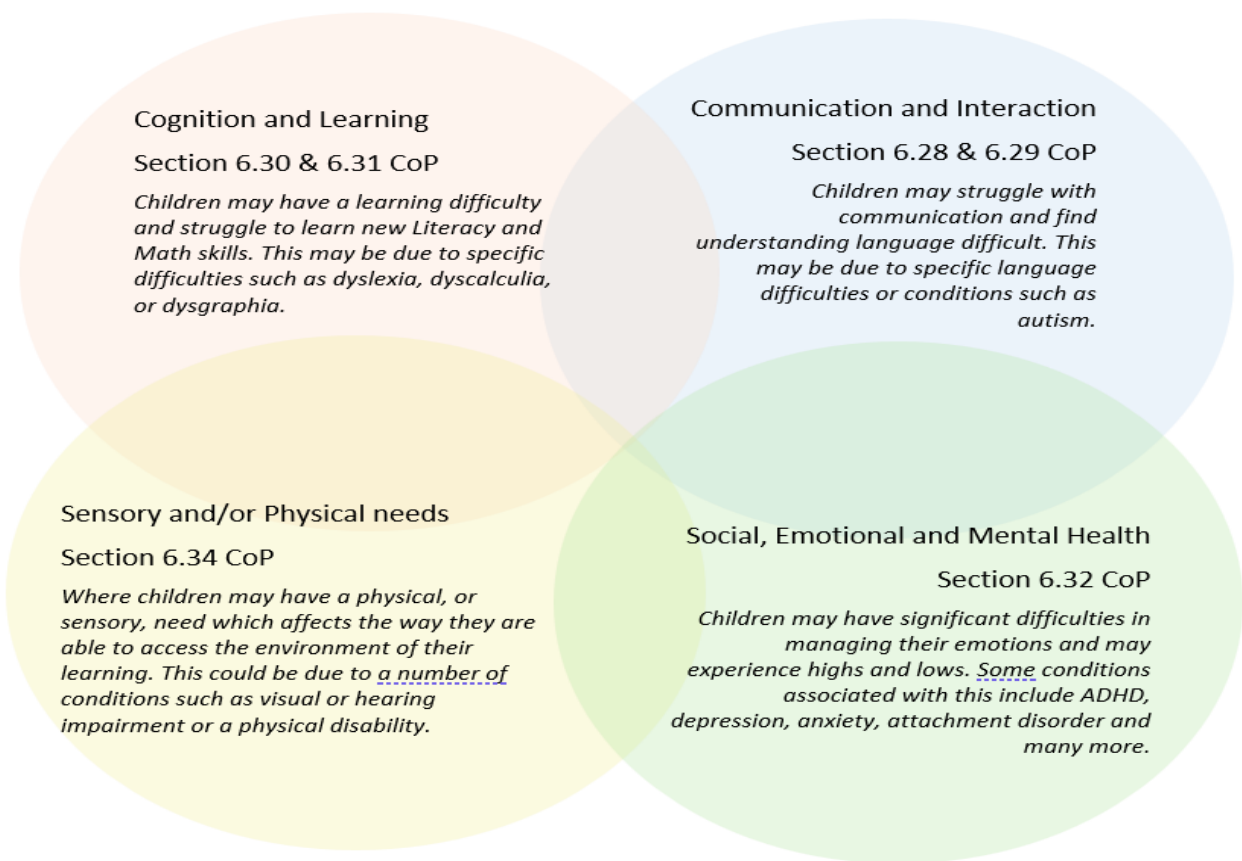
St Frideswide SEND support Framework



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1. What types of SEND does the school provide for?

St Frideswide C of E Primary School provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Children’s needs can overlap and are rarely confined to one area of need, which is why it is important to gain a holistic overview of the child to support them appropriately.

More information about the Areas of Need can be found in the SEND code of practice 2015: [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/372713/SEND_Code_of_Practice_January_2015.pdf)

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2. Which staff will support my child, and what are their key responsibilities?



At St Frideswide C of E Primary School all staff are responsible for supporting the needs of children with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Our Special Educational Needs Co-ordinator, or SENCO

The named SENCo is Amanda Edwards-Day

Our SENCo is Amanda Edwards-Day

She has nine years' experience and achieved the National Award in Special Education Needs Co-ordination in 2017, she holds PGcert Dyslexia: Leadership and Intervention, PGcert Autism Spectrum Conditions. She is an FFT Train the Trainer and a Trauma Recovery Mentor. She is a qualified teacher.



Our Early Years SENCo role is shared between Lisa Brown and Catherine King. Lisa is new to the role and is currently working towards the NPQ SEND. Catherine has several years' experience supporting children and families with SEND and has worked for Oxfordshire Local Authority as a SEND Advisor. They are qualified teachers.

Our Assistant SENCo and SEND admin is Sandra Kilduff

The SEND team contact: SEND@stfrideswides.co.uk

Class teachers

All of our teachers have received training through the Mulberry Bush Nurture Network project, they receive in-house SEND training, and are supported by the SENCO to meet the needs of pupils who have SEND. Staff have received training from Family Links, they have had Trauma training and the school is an accredited Nurture Network Whole school. The School ethos is developed around Attachment Theory based principles and all staff have had training in this area.

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Teaching assistants (TAs)

We have a team of 13 TAs, including 7 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have teaching assistants who are trained to deliver interventions such as Talk boost, Spirals, NELI, Welcomm, Nurture Network, ELSA, Mulberry Bush Social Emotional Curriculum, See-Saw, PEGS, Phonics, small group maths, Sensory Circuits, Project X code, Lego to Express.



External agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

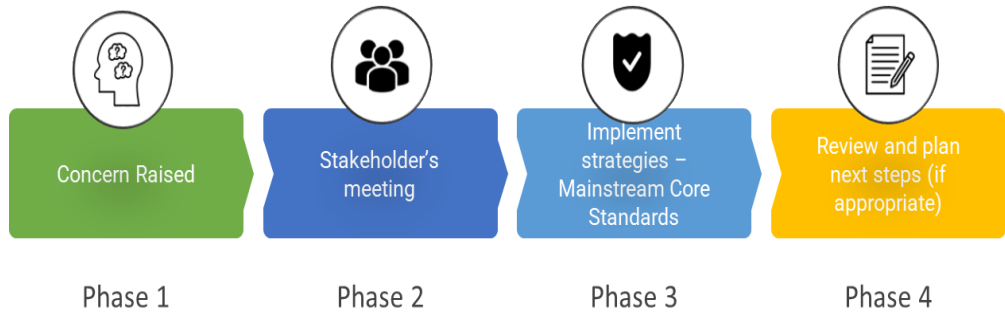
- Child and adolescent mental health services (CAMHS)
- Complex Needs and Disability Team
- Educational psychologists
- GPs or paediatricians
- Occupational therapists
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Voluntary sector organisations (e.g. ARCh Readers)



- Safeguarding services
- Local Authority SENO
- School nurses

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3. What should I do if I think my child has SEND?



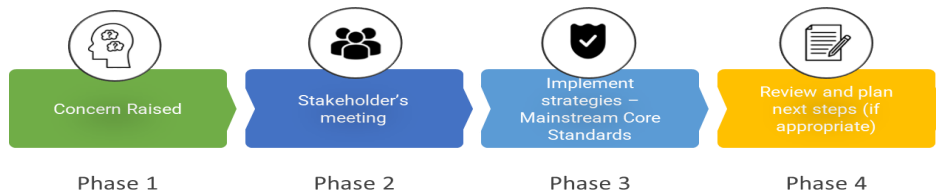
Phase 1	<p>If you think your child might have SEND, raise your concern with the school so that the SENCO is aware.</p> <p>In the first instance, raise your concerns with your child’s teacher as they are the adult in school who will know your child best. They will discuss any first wave support or interventions they are using to support your child in school.</p> <p>The class teacher will bring your concerns to the school SENCo, who will contact you to arrange a meeting.</p>
Phase 2	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child’s strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what’s been discussed and add this to your child’s record. This meeting can take place in a mode that best suits you, that can be face to face in school, online or via the phone.</p>
Phase 3	<p>We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the</p>

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	<p>mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf . This will initiate the 'Graduated Approach' where support will be continually reviewed.</p>
<p style="text-align: center;">Phase 4</p>	<p>If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.</p>

4. What happens if the school identifies a need?

The same process is followed if a concern is raised by the school.



- In the first instance, staff will support children through Quality First Teaching and adaptations to the work in the classroom.
- After a monitoring period, if staff are still seeing there are barriers to the child's learning or the child is displaying a greater need, they will complete a SEND Concern form and share this with the SENCo and child's Phase Lead in school. They will analyse this concern and observe the child in class – to ensure that all Quality First Teaching strategies are being used.
- The Phase leader will respond if there are teaching adaptations or strategies that need to be applied.

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- If the concern persists, the class teacher will approach the parent/ carers with their concerns and discuss any concerns the parent/ carers might have. The parent/ carers will be invited to a meeting with the SENCo to discuss the next steps for their child and the child will be placed on the school SEND register.
- The Phase Leader and SENCo will meet to discuss interventions, strategies and support that can be offered to support the child and to support staff working with the child to meet their needs.
- If the child is still demonstrating need after a period of settling and monitoring, or if the child's need is varied and complex, the school SENCo will meet with the parent/ carers to discuss commissioning support from external agencies. This support might include a referral to a Speech and Language Therapist, a referral to the Educational Psychology service, CAMHS or other services offering specialist support.
- The school will follow all advice given by appropriate external services to meet the child's needs. Should the child appear to need ongoing significant support, have needs that will grow and develop over time, have needs that present ongoing and significant barriers or they are making limited progress despite Wave 3 support, the SENCo will contact the parent/ carers to discuss an application for an Education and Health Care Plan (EHCP). Further information and details can be found in Chapter 9 of The SEND Code of Practice:

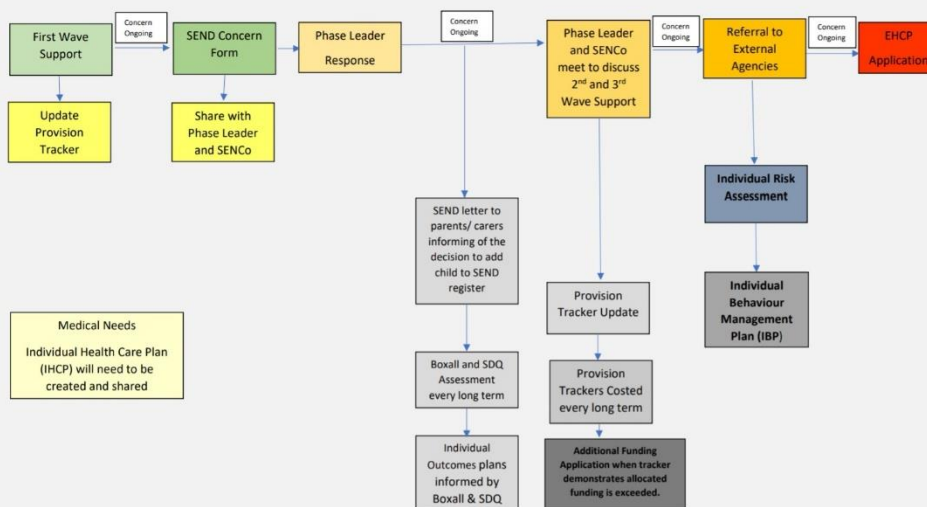
[https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf)



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St Frideswide SEND Response Process



All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially. This might include children consistently working below Age Related Expectations (ARE) in reading, writing or maths or having difficulties or challenges in managing their behaviour or their relationships with themselves and others.

If the teacher notices that a child is having difficulties, they try to find out if the child has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Children who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the child is still finding it difficult to make the expected progress, the teacher will talk to the SENCo, and will contact you to discuss the possibility that your child has SEND, and the school will follow the Graduated Approach.



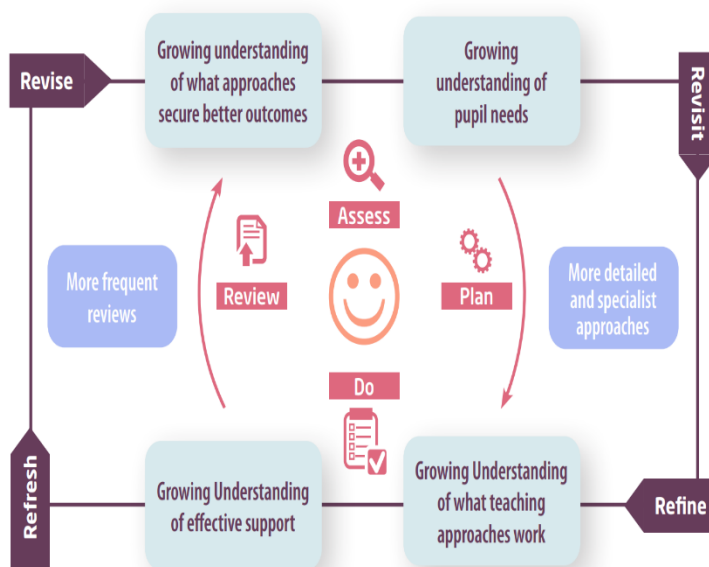
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5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to

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	improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.
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6. How will I be involved in decisions made about my child’s education?

We will provide termly reports on your child's progress.

A member of staff who knows your child well will meet you three times a year to:

- Set clear outcomes for your child’s progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do
- These meetings can take a mode that suits you best, this can be face to face, online or via the phone. The SENCO may also attend these meetings to provide extra support.

We know that you’re the expert when it comes to your child’s needs and aspirations. So, we want to make sure you have a full understanding of how we’re trying to meet your child’s needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible, so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child’s needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child’s teacher at the gate at the end of the day or email the Phase email: coralreef@stfrideswides.co.uk islands@stfrideswides.co.uk oceans@stfrideswides.co.uk explorers@stfrideswides.co.uk SEND@stfrideswides.co.uk

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7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey



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8. How will the school adapt its teaching for my child?

Details of adaptations and support offered in St Frideswide C of E Primary school are detailed in the schools Accessibility Plan:



St Frideswide Primary
School Accessibility Plan

Your child's teacher is responsible and accountable for the progress and development of all the children in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum during the time they are at our school.

We will adapt our approaches to how we teach to suit the way your child works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:

- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.



- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.



- Teaching assistants or support staff will support pupils appropriately depending on their presentation of need



- Scaffolding lesson materials

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St Frideswide C of E Primary School ethos and offer is based on Attachment Theory practices and Trauma Recovery principles and in the Mainstream element of the school, Communication and Interaction resources and strategies are embedded into the Universal offer as standard. This approach has the potential to help everyone and does not create barriers for children who don't need to access this support. The whole school is a low sensory, low arousal environment. Visual timetables, scripts and social stories are used across the setting and ear defenders are freely available in class for any children that need them. All transitions are planned, changes to expectations and timetables are pre-taught and consistency is maintained throughout the school via the use of scripting and the persistent use of routine. The school offers family style lunch and operates a Plan Do and Review model for outside play, which children access in year groups or phases, with their Key adults.

➤ Enhanced Pathways

St Frideswide currently has two Enhanced Pathway classes for children with high level need who are struggling to attend a mainstream class full time. Children accessing this provision will be triaged by the school.

- Enhanced Pathway for Complex Needs
- Enhanced Pathway for Social, Emotional and Mental Health needs (SEMH)

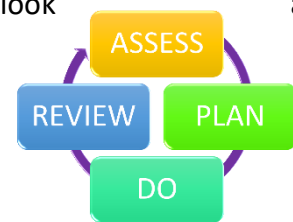
We may also provide the following interventions (not an exhaustive list):

Small group Maths	Small group Phonics
NELI	Welcomm
Talk Boost	Lego to Express
Nurture Network	Art Therapy
Sailing	Karate
Boxing	ACAP
Forest School	ELSA
Wellbeing Sessions	

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9. How will the school evaluate whether the support in place is helping my child?

The SENCo meets with Phase Co-ordinators and other staff every 6 weeks to look at progress data and other assessments to evaluate progress and plan next steps.



We will evaluate the effectiveness of provision for your child by:



- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 8- 12 weeks, depending on the intervention offered
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school ensure my child has appropriate resources?

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise
- Enhanced Pathway Provision

Where appropriate, we will consult with external agencies for recommendations on what will best help your child access their learning and we will use our best endeavours to ensure these are supplied.

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11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?



The expectation is that all schools will provide an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

School will complete extensive individual risk assessments when deemed necessary and pupils are encouraged to go on our school trips. When planning school trips, staff will refer to individual risk assessments and do all that is possible to mitigate barriers.

All pupils are encouraged to take part in whole school events such as parades, sports day and gatherings.

Pupils are not excluded from taking part in these activities because of their SEND needs and we will make whatever reasonable adjustments are needed to make sure that they can be included.

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12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?



The school’s comprehensive admissions policy outlines the processes that ensure equitable access at admission point. Children with an EHCP will have their admissions request made via a consultation process initiated by the Local Authority SEND admissions team. During this consultation, St Frideswide will refer to the child’s EHCP and support documentation, to ascertain if they are the school best suited and resourced to meet the child’s needs:



13. How does the school support pupils with disabilities?



You’re disabled under the Equality Act 2010 if you have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities.

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The school creates an Accessibility report that is reviewed annually to ensure the building and resources do not present barriers for children and adults with disabilities:



Accessibility Report
2025.docx

The school Accessibility Plan outlines the work the school does to mitigate barriers for children with disabilities:



St Frideswide Primary
School Accessibility Plan

14. How will the school support my child's mental health and emotional and social development?

We provide support for children to progress in their emotional and social development in the following ways:

- Children with SEND are encouraged to be part of the school council
- The school operates a Wellbeing Centre that runs a variety of wellbeing activities daily
- We provide extra pastoral support for listening to the views of children with SEND by offering ELSA, Nurture Network Group, ACAP, Attachment Theory based practice whole school and The Mulberry Bush Social and Emotional Curriculum
- The school has an Enhanced Pathway class for SEMH that is informed by Trauma Recovery principles
- The school has 8 trained Nurture Network Leads
- The school employs two Trauma Recovery Mentors
- Key staff have received training to deliver ACAP sessions (Adult Child Attachment Play)
- The school use the Restorative Approach to justice

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- The school run lunch clubs for children overwhelmed by lunch time
- The school offer a Plan Do Review model for outside play, children have outdoor time with their class or Phase (not whole school) and they are joined in their play by their class teachers and key person
- We have a ‘zero tolerance’ approach to bullying.

15. What support is in place for looked-after and previously looked-after children with SEND?



Amanda Edwards-Day is the school’s Designated Teacher for looked after children, she is also the school SENCo. Her role is to make sure that all teachers understand how a looked-after or previously looked-after child’s circumstances and their SEND might interact, and what the implications are for teaching and learning.

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 SEND support plans or EHC plans are consistent and complement one another. The child’s PEP is created in conjunction with the Virtual School and the child’s carers. The child’s voice is an incredibly important element of this document.

16. What support will be available for my child as they transition between classes or settings?

Between years

To help pupils with SEND be prepared for a new school year we:



- Ask both the current teacher and the next year’s teacher to attend a handover meeting at the end of the Summer Term, where your child’s SEND is discussed

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- All SEND transition paperwork, including your child's pupil profile will be updated for the handover meeting
- Staff will book time with the SENCo to discuss and plan how best to meet the needs of the children they will be teaching in the new term
- Children transition to their new class and new year group in the final week of the summer term, so they know what to expect when they return to school in the Autumn.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. The SENCo will have a comprehensive handover meeting with your child's new school to ensure that the support they have received is understood and that their ongoing needs continue to be met.

Between phases

The SENCo of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the pupils who are receiving SEND support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge





In the Summer term of Year 6, children transition in to 'St Fred's High'.

The school creates a Secondary School paradigm for the children to experience Secondary school whilst still in Primary. They will have a week A and week B timetable and will be given support to understand how to use it. Children will have lessons taught in different rooms and they will need to transition to different classes and arrive in lessons on time. In these final weeks the children will adopt a Secondary school behaviour management model, in preparation for the differences between Secondary and Primary school.

During this period children with SEND will be offered additional visits to their new Secondary school.

17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

	<p style="text-align: center;">St Frideswide C of E Primary School Cricket Road Centre, Cricket Road OXFORD OX4 3DJ 01865 509444 office@stfrideswides.co.uk Headteacher: Hannah Forder-Ball</p>	
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St Frideswide C of E Primary school offers Family Links Nurturing Parents Courses and has PEGS trained staff to support parents.

To see what support is available to you locally, have a look at Oxfordshire County Council's local offer: <https://www.oxfordshire.gov.uk/children-and-families/oxfordshire-send-local-offer>

Our local special educational needs and disabilities information advice and support services (SENDIASS) is:

<https://www.sendiass-oxfordshire.org.uk/>

Local charities that offer information and support to families of pupils with SEND are:

Talking Points Advice Service: <https://www.sendiass-oxfordshire.org.uk/advice-for-parents/>

Action Deafness: <http://www.deafdirect.org.uk/>

Rethink Mental Illness -Oxfordshire Carers Support Service:

<https://www.rethink.org/?scrlybrkr=5e93918a>

Crossroads Care Oxfordshire: <http://www.oxfordshirecrossroads.org.uk/>

Autism Champions: <https://www.autismchampions.co.uk/>

Oxfordshire Dyslexia Association: <https://www.oxdys.org.uk/>

Oxfordshire Directory (list of support agencies and organisations):

<https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/results.page?term=Oxford&disabilitieschannel=100&sorttype=distance&sr=10>

National charities that offer information and support to families of pupils with SEND are:

- > [IPSEA](#)
- > [SEND family support](#)
- > [NSPCC](#)
- > [Family Action](#)
- > [Special Needs Jungle](#)

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18. What should I do if I have a complaint about my child's SEND support?



Complaints about SEND provision in our school should be made to your child's class teacher in the first instance, to allow them an opportunity to support any misconceptions or to put things right. If you are still unhappy, you will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to your child themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:



- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

19. Supporting documents

- *Equality and Diversity Policy and Equality Objectives*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Accessibility Report*
- *Attendance policy*
- *Admissions Policy*
- *SEND policy*





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- *Complaints Policy*
- *SEND Code of Practice 2015*
- *Mainstream Core Standards*

20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil’s EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil’s needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

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- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- **SENCO** – the special educational needs co-ordinator
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages