SEND Information Report

2026-27

Buckland CE Primary School

These pages set out information about our provision for children and young people with special educational needs and disabilities (SEND). They are updated annually.

Our school vision:

Our vision is to nurture unique individuals who are outstanding learners, demonstrating wisdom, responsibility and kindness within their communities. Using the Good Samaritan as our role model, we know that loving others as we would want to be loved is upmost for happy, healthy lives.

SEND at our school:

We are an inclusive setting that fully complies with the requirements outlined in the Special Educational Needs and Disability: Code of Practice (2015). We provide for children and young people with a wide range of special educational needs including those with:

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

We are a mainstream school catering for up to 105 children Reception to Year 6 and 11 Nursery children. Currently, 19.8% of children are on the SEND Register. Our primary area of need is Cognition and Learning. Therefore, our Universal Offer includes teaching and learning strategies that we know are most likely to be effective for all learners.

Our special educational needs co-ordinator (SENDCo) is: Kim Hatton
Our SENDCO can be contacted on: KlHatton@Buc.cambrianlt.org
Our governor with responsibility for SEND is: Mary Lines

Our SEND policy can be found here:
https://www.bucklandprimaryschool.org.uk/policies
Our Equality Scheme and Accessibility Plan can be found here:
https://www.bucklandprimaryschool.org.uk/policies

How we identify and give extra help to children and young people with SEND:

The school uses Oxfordshire County Council's 'SEND Indicators Tool' and 'Ordinarily Available SEND Provision' document which show:

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.

Click here to access the primary and secondary SEND Indicators Tool
Click here to access the Early Years SEND Indicators Tool
Click here to read the Ordinarily Available SEND Provision document

Working with parents and children/young people:

We will always contact parents if we have a concern that a child may have a special educational need. We value parents' knowledge of their child and work in partnership with families to identify needs, agree appropriate support and review the difference this is making.
We work closely with children with SEND and their parents to agree outcomes and the support needed to work towards them. Progress is reviewed regularly through termly SEND review meetings, parents' evenings and ongoing communication with families. Where appropriate, this may also include home–school communication, telephone calls, emails and additional meetings with the SENDCo, class teacher or other professionals involved with the child.
Children are involved in discussions about their learning and support in ways that are appropriate to their age and individual needs. Their views are sought as part of SEND reviews and when planning or reviewing individual provision.
Parents and pupils also have opportunities to contribute to the wider development of SEND and equality provision through parent feedback and questionnaires, direct communication with school, pupil voice activities and the School Council. Feedback from families and pupils is used to help us evaluate and further develop our provision.

Adapting the curriculum:

We offer a broad and balanced curriculum for all children and young people including those with SEND. Details are published on the school website. The way we adapt this for children with SEND is set out in the School Accessibility Plan. You can read it here https://www.bucklandprimaryschool.org.uk/policies

Expertise we can offer:

Miss Hatton is our fully qualified SENDCo. She has completed the National Professional SEND qualification.
Mrs Eastburn is our school ELSA lead - she has a speech and language therapy qualification.
Our Headteacher has over 20 years of experience of working with a wide range of pupils from all ages and stages. She has completed an NPQH qualification.
Our EYFS Lead teacher (also the SENDCo) is highly experienced and is focussed on early childhood development.
Our Year 3/4 teacher is highly experienced at teaching the full range of needs and has completed a level 5 leadership qualification. He is also our Personal Development and Wellbeing lead.

All staff receive regular training and updates to develop their understanding of SEND and inclusive practice. This includes training in adaptive teaching, supporting pupils with additional needs, emotional regulation, relational approaches and safeguarding.

A number of staff have received enhanced training, including Team Teach and PACE (Playfulness, Acceptance, Curiosity and Empathy), with a strong focus on prevention, de-escalation and safe, supportive responses to distressed behaviour. Staff have also received training and support from Mulberry Bush Outreach, including relational and trauma-informed approaches.

We also have staff with specialist training and expertise, including our SENDCo, as well as staff trained in areas such as ELSA, phonics intervention and targeted SEND support. Further training is identified according to the needs of individual pupils and the developing needs of the school.

Our Governor responsible for SEND is Mary Lines. She is a trained teacher who has wide experience of working with SEND pupils. She previously taught at our school for 10 years.

We also have access to a range of specialist support services including:
Educational Psychology
SENSS, who support children with communication and language, sensory needs and physical needs
Child and Adolescent Mental Health Services (CAMHS)
Oxfordshire School Inclusion Team
Therapy services
Early Intervention
Children's Social Care

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages:
Special Educational Needs | Oxfordshire Schools

We always discuss the involvement of specialist SEN services with parents first.

We also work with other services and organisations that are involved with a family, with the family's permission.

How do we know if SEND provision is effective?:

The progress of all children is carefully tracked throughout the school through a range of formative and summative assessment. This enables staff to identify strengths, gaps in learning and any emerging needs, and to adapt teaching and support accordingly. For children working below age-related expectations, we use the Norfolk Assessment Pathway (NAP) to carefully track smaller steps of progress and inform appropriate next steps.

In addition, for children/young people with SEND 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.

When we run special intervention programmes for groups of children we assess how successful they have been and use that information to decide on how best to run them in the future. The vast majority of our support is inclusive and takes place inside the classroom.

We also participate in an annual SEND Inclusion Review which is conducted by the Head of Inclusion and SEND Lead for the Cambrian Learning Trust.

Information about how the governing body evaluate the success of the education that is provided for pupils with SEND is contained in the governors' annual SEND report which can be found on the school website.

Helping children and young people with SEND access activities outside of the classroom:

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.

There is information about activities and events for disabled children and those with SEND in Oxfordshire in the Family Information Directory:

Oxfordshire's accessibility strategy can be read at: OCC Schools Accessibility Strategy

Supporting the wellbeing of children and young people with SEND:

All children have the opportunity to share their views through their school council representatives, through pupil conferencing and weekly circle times held in each class. Relationships with teachers are open and honest and ask that children share their views. Teachers are aware of the need to listen and welcome feedback from pupils. We conduct regular pupil questionnaires to gather the views of pupils which results in an action plan.

We take bullying very seriously. Our anti-bullying policy is strong, and pupils help us to be vigilant in watching out for all forms of bullying, so that it is caught in the early stages and stopped. We do not tolerate unkindness in any form. Everyone in our school community is valued, and we recognise the differences between us as advantages which strengthen our community.

Joining the school and moving on:

We encourage all new children to visit the school before starting. For children/young people with SEND we ensure a smooth transition through liaising with parents, staff from previous settings and where beneficial visiting the setting ourselves.

We begin to prepare young people for transition into the next stage of their education through carefully planned transition arrangements, which may include additional visits to the new setting where appropriate. Most of our children move onto Faringdon Community College in our multi-academy trust. We work with staff in the

new settings, providing advice and paperwork about strategies which have worked well to support young people with SEND.

Who to contact:

If you are concerned about your child, please speak to their class teacher initially. Teachers will then consult with the SENDCo and Headteacher. If necessary, you can speak to the SENDCo as well.

If you'd like to feedback, including compliments and complaints about SEND provision please contact **Mrs E Brown (Headteacher).** We will respond as soon as possible.

If you'd like impartial advice from Oxfordshire's parent partnership service SENDIASS contact SENDIASS Oxfordshire – Provide Support to people with SENs in Oxfordshire

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it: SEND: The Local Offer