

Chadlington CE Primary School

SEND report to Governors

Spring 2026

1. SCHOOL PROFILE

There are currently 20 pupils on the SEND register.
8 Children have Education, Health and Care Plans (EHCPs)

| COMMUNICATION AND INTERACTION | | COGNITION AND LEARNING | | SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES | | SENSORY AND/OR PHYSICAL NEEDS | |
|-------------------------------|--------------------------------|------------------------------|--------------------------------|--|--------------------------------|-------------------------------|--------------------------------|
| No. of pupils with this need | No. of pupils with an EHC plan | No. of pupils with this need | No. of pupils with an EHC plan | No. of pupils with this need | No. of pupils with an EHC plan | No. of pupils with this need | No. of pupils with an EHC plan |
| 8 | 6 | 11 | 1 | 1 | 1 | 0 | 0 |

2. HOW THE SCHOOL IDENTIFIES CHILDREN WITH SEND

School uses the Oxfordshire SEND descriptors to identify children with SEND. The four areas of SEND are *Communication and Interactions Needs*, *Cognition and Learning Needs*, *Social Emotional and Mental Health Needs* and *Sensory and Physical Needs*.

The Headteacher, Class teachers and the SENCO meet regularly to monitor children who may need additional support or who are identified as having gaps in their learning. The SENCO meets with the SEND Governor 3 x per year to discuss SEND children, their needs and progress. Early Years baseline assessments are carried out during the first six weeks for all Foundation Stage children so that early identification of SEN is ensured. Class teachers assess and monitor progress for all pupils termly and progress is recorded on Arbor and in the Interactive Learning Diaries. Learning Plans and individual provision are entered onto the Edukey system and is accessed, monitored and updated regularly by teachers and the SENCO. The Headteacher, SENCO and Class teachers meet regularly to set targets, assess progress and monitor interventions. Targets are discussed and agreed with parents for all SEND

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children.

3. INTERVENTIONS AND PROGRESS MADE BY PUPILS WITH SEND

SEND children at our school make good progress. A range of interventions are in place to support them.

In the **Foundation Stage**, Children work in small groups or one-to-one to ensure good progress in language development, Social and Emotional Development, phonics, literacy and mathematical development. Speech and Language support from the SALT is in place for 1 child identified with articulation difficulties.

In **Key Stage 1**, interventions include: Precision teaching of key words (children learn to read the common exception words by daily practice with a TA), Small group interventions for phonics using Read, Write, Inc., 1:1 reading daily with a TA for children identified as making slower progress, Daily Maths intervention (Plus 1 Scheme) for 3 children. Speech and Language support from the SALT is in place for 2 children.

In **Lower KS2** interventions support children with writing and phonics. There is a daily Rapid Readers intervention which has proved very successful in helping 5 children make accelerated progress. Catch-up programmes in phonics for children in KS2 are highly successful.

Interventions in **Upper KS2** include: Plus 2 Maths intervention to develop number confidence and recall (4 children), Guided reading and 1:1 reading with an adult to develop reading speed and inference skills. 2 pupils receive speech therapy. A TA supports the Class Teacher in the delivery of small group interventions and quality first teaching of core subjects.

Transition to secondary school for SEND/SEMH children is coordinated carefully. The SENCO and class teacher liaise with the Heads of Year 7 and pastoral support staff about all children. Extra visits to their new schools for children with additional needs help to ease transition. EHCPs are reviewed early in year 5 to ensure a smooth transition and again at the end of Y6.

In addition, the school supports children across the school with a range of additional needs (these may include Social, Emotional or Mental Health needs). Justine Attwood, our Family Support Worker, offers play therapy and nurture sessions to children who need it (currently 10 children across the school from Foundation Stage up to Year 6).

4. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

We have 8 pupils with an EHCP (Education and Health Care Plan).

There are 5 full-time and part-time teaching assistants in School, supporting children in intervention groups and providing general classroom support to teachers.

The SEND Governor meets termly with the SENCO to discuss strategies for SEND, current interventions in place and the effectiveness of provision for individual children.

All staff use the Edukey electronic Provision Mapping system to access learning plans and provision maps. Teachers update plans and discuss progress of SEND children at weekly staff meetings.

The percentage of children with EHCPs is well above the national average. Chadlington School does not have a withdrawal space for children with emotional/sensory needs. With our current level of staffing and budget limitations, we are increasingly under pressure to provide the level of intervention required to support such high levels of need, whilst at the same time delivering the wider curriculum to all children in our school.

4. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

Chadlington School is proud of the SEND provision that we deliver and our children make good progress. It must be pointed out, however, that our capacity to continue to deliver good provision is severely stretched by the financial implications of providing for an increasing number of children with SEND needs at EHCP level. (For each child with an EHCP, County provide 10 hours of funding, with the remainder topped up from the School budget).

5. WORK WITH EXTERNAL AGENCIES

The School works with the following external agencies:

- Communication & Interaction Team
- Speech & Language Therapists (allocated by OCC and privately employed by parents)
- LCSS North (Locality and Community Support Service)
- Educational Psychologists (This service is not provided by Oxfordshire CC – each request for EP involvement costs around £500 per day).
- CAMHs – referrals are made to the Child and Adolescent Health Service. This service is very much in demand and referrals can take 18 months – 2 years for referrals deemed non-urgent.
- County Integration team – for concerns around attendance.
- The Oxfordshire ATTACH team