



Report for:

Special Needs and Disability Report 2024-25

		Date		
Reviewed by:	SENCO	June 2025		
Authorised by:	FGB	Summer 2025		
Date for next review: <small>(or earlier should legislation require it)</small>	Summer 2026			

2024 - 2025 Inclusion Report to Parents

Inclusion Manager: Anne Hipwell
Inclusion Link Governor: Rebecca Perkins

Introduction

Woodstock CE 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 provides information regarding the many ways in which we ensure we support all of 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 (July 2025), we have 60 children on the school's SEND Register (Rec-Y6) who are identified as having an additional need. This is 16.8% of our pupil roll; this is below the National Average of 18.4%. We have six pupils with an EHCP and 3 EHCNA awaiting decisions.

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

Woodstock Primary School welcomes all children regardless of special needs or disability. Pupils with additional needs may have extra visits before starting school and there will be close liaison with parents to ensure that the correct arrangements are in place. For further information on admissions, please refer to the Admission Policy on our website www.woodstock.oxon.sch.uk

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

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 ensure that all areas of the school are safe and easy to get around for all our pupils.

How have the SEND reforms been implemented in our school?

We have been working under the new SEND Code of Practice for almost five years and our policies and procedures continue to focus on increased parental involvement in a child-centred process. Our Pupil Profiles allow the child's voice to be at the heart of provision planning and give parents regular opportunity to contribute to the plan.

During 2022-23, we continued to focus on providing protected intervention times within each phase of the school to ensure all identified pupils could receive the most effective intervention without detracting from 'First Quality Teaching' opportunities. We embedded RWI phonics across EYFS and Early Years; training all staff ensuring fidelity to the scheme.

What areas of need exist in our school?

Woodstock Primary currently supports and has supported a number of children with a range of additional needs including:

- Specific Learning Difficulties such as Dyslexia, Dyspraxia and Dyscalculia
- Autism and Asperger's
- Moderate Learning Difficulties
- Speech, Communication and Language Difficulties
- Medical needs: Cystic Fibrosis, Downs Syndrome, Scoliosis, Hearing loss, Sight loss; and various allergies

Most children on the school's SEND Register have Social, Emotional and Mental Health Needs.

How are parents and pupils involved?

Parents are informed when school is making 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 Woodstock 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 termly to review the year and discuss the progress each child has made. It is also an opportunity to discuss information that will be handed to new teachers and what the focus will be for targets moving forward. The SENCO is available to join meetings depending on the level of need and intervention in place.

Pupils who have an EHC Plan in place have the same termly planning put in place and parents communicate with class teachers around provision and progress. Each child will have an Annual Review of their plan to ensure the provision continues to match their needs.

All parents receive regular communication from their child's class teacher, both formally in interim summary reports at the end of the Autumn and Spring Terms, and in the end of year reports; at termly Parents' Meetings; as well as informally via email, phone calls or face-to-face. Parent Information Workshops (both Literacy and Maths) 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.

How is pupil progress and attainment tracked?

Three times a year teachers, the Headteacher and SENCO meet to look at pupil progress data. The data for each child is analysed via our on-line 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 individual Pupil Profiles and are measures for their removal are put in place, to ensure that all pupils can participate fully in activities. 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.

Attendance

01.09.24 – 11.7.25			
	Percent Overall Attendance		
	School Spring 2025	School Summer 2025	National to date
All pupils (Y1-Y6)	96.95%	97.13%	93.3%
Pupil Premium (34)	95.3%	96.84%	
SEND K (53)	95.35%	97.10%	
SEND EHCP (7)	95.88%	96.70%	

Exclusion

During the course of 2024-25 there were no exclusions.

Clubs Attendance: Significant Groups

Children have a core entitlement in terms of the curriculum. We work hard to make this broad, interesting and relevant. However, there are areas of learning that are not within the scope of the usual school day but which we recognise as being beneficial to our children. We aim to offer these extra opportunities through various types of provision delivered by school staff, external providers and independent clubs - all with a view to increasing the range of experiences that children have, enabling them to make informed choices for adult life.

By encouraging attendance at extra-curricular activities, we intend to:

- Enable children to sample from a range of activities and pursuits that will help them choose leisure activities for adult life.
- Enable children to have fun and enjoy a broad range of activities.
- Enable children to extend their enjoyment of particular areas of learning through more in-depth study and activity.
- Encourage children to develop friendships between age groups and work together co-operatively.

At the end of each term we review our programme of after-school clubs so that we can organise the clubs that can still run, rotate year groups around for some and speak to outside providers. We continue to provide high quality clubs throughout the week offering a wide range of opportunities.

Writing to each Pupil Premium, SEND and Vulnerable family to offer pupils the first choice of clubs has worked in previous years to try and encourage pupils to attend at least one club.

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 'notional 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 beyond 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 concerned, the LA will provide the required funding from the LA's high needs block.

What was our SEND budget last year and how was it spent?

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. In the 2024-25 budget, we received £112,471 'notional SEN budget plus £43,354 EHCP and top-up funding. This funding was used to ensure a Teaching Assistant could support in each classroom to prioritise the needs of all pupils including those with special needs and disabilities; to purchase additional resources for pupils including speech and language resources, additional phonic resources, a subscription for a dyslexia screening tool and to access support from outside agencies including input from the Literacy and Numeracy Teams, the Mental Health and Well-Being training team, regular EP support and a reading consultant.

We received EHCP funding for six pupils this academic year and additional transition funding for one pupil.

How is the work we do with pupils assessed?

Progress in reading, writing and numeracy is formally assessed each term.

- Pupil progress meetings are held each term with the SENDCO to ensure the needs of the children with SEND are being met. The outcomes of these meetings are fed back to the Head teacher and the SEND Governor.
- All children with SEND will have a Support Plan or Health Plan in place which will be reviewed 3 times a year with the parents/carers and the teacher and SENDCO if necessary.
- Interventions are regularly evaluated and progress measured. If progress is not sufficient all parties come together and alternative arrangements are made whether it means an alternative intervention or the need to refer on to other agencies.
- The interventions a child is having are recorded on the schools 'Provision Map'. This is evaluated by the SENDCO and the impact of the interventions are reviewed.
- The progress of children with an EHC plan will be formally reviewed where all adults who work with the child along with the parents can celebrate success, set further targets and evaluate provision.
- The SENDCO will also check that your child is making good progress within individual work and targeted group work by: -
 - Book scrutinies
 - Observations
 - Data analysis
 - Outcomes of interventions through the Provision Map
 - Boxall profiles (Social, emotional and Behavioural difficulties)

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

Each term an SEN provision map is created including the cost of a range of interventions. Each intervention carried out is baselined and re-assessed after ten weeks to determine the impact of this additional provision. Interventions provided have included:

- WellComm
- Talk Through Stories
- Daily RWI Phonic sessions
- Writing Workshops
- Fresh Start Phonics groups
- Additional 3/4 RWI Groups
- Springboard Maths
- Power of 2
- Dyscalculia activities
- 1:1 reading development
- Emotional Regulation
- Nurture/ELSA support

We have also developed a strong working relationship with a partnership EP, our Mental Health Support Team worker and a range of other professionals who have been invited to use our Community Space and work with parents to help them support their children.

We bid for Maths Multiply funding this year to enable our Maths Leads to run small parent workshops for pupils who were identified as needing additional support. The funding allowed us to run the workshops, parents to work alongside their child and resources for parents to use during home learning tasks.

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

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:

- Speech and Language Therapists
- Communication & Interaction Support Service
- Educational Psychology
- CAMHS (Child and Adolescent Mental Health Services)
- Safeguarding: MASH (Multi Agency Safeguarding Hub) ; Child & Family Assessment Team, LCSS
- Attendance Team

- ELSA and Nurture support
- School Nurse Service
- Health Visitors
- Early Years Team
- Occupational Therapy
- Advisory Teacher for the Deaf
- Advisory Teacher for Visual Impairment
- Advisory Teacher for pupils with DS
- PD Advisory Team

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.

Training during 2024-25, both external courses and in-house, included:

- National Curriculum updates
- First Aid
- Mastery Maths
- RWI Phonics Training
- Restorative Behaviour Strategies
- Transition Training for all EYFS staff
- KS1 Maths training
- Safeguarding Generalist training
- Mental Health and Well-being training
- Dyslexia & Dyscalculia Workshops
- Autism Support Strategies
- Colourful semantics training
- Neurodiversity- supporting pupils in school and beyond

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.

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 receiving school. 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.

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.

The Deputy Headteacher, is the nominated Lead Professional responsible for Safeguarding and deals with all issues arising. The Headteacher, Assistant Headteacher and School Business Manager (SBM) are also Deputy Safeguarding Leads. 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. Policies and procedures are in-place within school to deal effectively with any safeguarding issues. The Headteacher, Assistant Headteacher and Deputy

Headteacher updated their Specialist Safeguarding training in 2024-25. The Headteacher and Deputy Headteacher also completed their Safeguard Trainer training in 2024/25. All staff, governors and regular volunteers receive Generalist Safeguarding training when they start at Woodstock Primary and then every three years. All staff/volunteers receive Safeguarding updates in September and as appropriate throughout the year.

The school uses a secure digital platform, My Concerns, to log all safeguarding concerns. All staff in school have been trained to use the system and are able to log on to file concerns. There is a designated machine available to all support staff to allow them to log their concerns. The DSL and DDSLs are alerted to any new concerns and can respond immediately. All open concerns are reviewed every fortnight by the DSL and a DDSL to ensure all actions are appropriate and timely.

All staff, governors and regular volunteers undergo enhanced checks by the government Disclose and Barring Service (DBS). Further, all Early Years staff and staff working with Foundation Stage children complete documentation in relation to the updated DfE Disqualification by Association guidance.

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 term; 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 her in the achievement of targets in the School's Raising Achievement Plan (RAP) 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, Janey Valesquez who will do her best to help resolve the issue. The next step would be to meet with the Headteacher, Anne Hipwell if the concern is still not resolved.

If this still does not resolve the issue, you may choose to make a formal complaint by putting it in writing addressed to the Headteacher. 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, Leaflet for Parents, Accessibility Policy and Equality Policy can be downloaded or read online via our school website www.woodstock.oxon.sch.uk 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.

- By email: sendiass@oxfordshire.gov.uk
- By text: 07786 524294
- Advice line: 01865 810516 (if we are on the phone leave name, number and a good time for us to call back)
- Check our website: <https://sendiass-oxfordshire.org.uk/>
there may be some information that can help you in the meantime
- If you would like to book a telephone appointment (for half an hour) on one of the Drop-in Sessions, between 10-11.30 a.m., please email info@sendiass-oxfordshire.org.uk

If parents have any questions or concerns regarding SEND, they should address them for the attention of the SENCO via the school office. Office@woodstock.oxon.sch.uk.

Janey Valesquez
School SENDCO
July 2025