Church Cowley St James C of E Primary School

Special Educational Needs and Disability (SEND) Information Report 2025 – 2026

Introduction

Welcome to the Special Educational Needs and Disability (SEND) information report for Church Cowley St James Church of England Primary School (CCSJ). As a school we believe it is important that parents, carers and pupils have access to this information in order to fully understand the services available for their child/ren. We review this information annually to ensure that we are offering the best provision for the children and families of CCSJ.

At CCSJ, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that makes the difference. We are determined to ensure that our pupils are given every chance to realise their full potential and live "*life in all its fullness*" (John 10:10).

We aim to:

- Ensure that our curriculum is responsive to all children, whatever their individual need/s
- Promote positive attitudes and individual confidence, ensuring all children experience success
- Identify, assess, record and regularly review pupils' special educational needs
- Encourage parents and carers to be involved in planning and supporting all stages of their child's development
- Make effective use of support services

About Our School

Church Cowley St James is a mainstream primary school with approximately 480 pupils. Approximately 22% of our pupils are on the SEND register.

We have high aspirations and ambitions for all of our children and believe that no child should be left behind. We are determined to ensure that all of pupils are given every chance to reach their full potential and therefore we will enable pupils to access additional support in order to do this. Some children with SEND may require help throughout their time at school, whilst others may need a little extra support for a short period to help overcome temporary needs.

CCSJ provide for children 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*

**Please see Appendices 2 - 6 for the different levels of support offered in these areas*

Our Inclusion Lead/Special Educational Needs Coordinator (SENCo) is Kate Dew
She can be contacted on: kdew@church-cowley-st-james.oxon.sch.uk

Our governor with responsibility for SEN is Helen Lundebye

Church Cowley St James C of E Primary School

Special Educational Needs and Disability (SEND) Information Report 2025 – 2026

How does CCSJ identify children with SEND?

If parents or staff have concerns that a child is finding certain aspects of learning difficult, then we will bring together all the information needed to get a more detailed picture of the child's needs. We use the Oxfordshire County Council's guidance 'Identifying and Supporting Special Educational Needs in Oxfordshire Schools and Settings'. This 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

We operate a graduated response for children with additional needs. This approach follows a four-part cycle of Assess, Plan, Do, Review. The teacher will work with the Inclusion Lead to carry out a clear analysis of the child's needs. Information will be drawn from assessments; analysis of progress and attainment; the views and experience of parents; the child's own views and advice from external support services, if relevant. This information will be reviewed regularly.

How does CCSJ work with parents, carers and children in planning for their needs?

We hope to work closely with all parents and carers so that you can share your knowledge and expertise for your child to reach their full potential. Parents and carers are always welcome into the school in order to discuss progress, support or concerns at a mutually agreed time. If you feel that there is a family situation contributing to your child's progress, you can contact the Home School Link Worker (Alison Stroud) who can direct you to parenting and family support.

We will always contact parents and carers if we have a concern that your child may have a special educational need and inform you if your child is placed on the SEND register. We work closely with children with SEND and their families from an early stage and liaise closely so that it is a process in partnership.

All children in the school have targets relating to Maths, Reading and Writing and these are updated regularly to reflect your child's progress. It may be appropriate that your child has additional targets relating to other areas of their progress, for example a speech and language target or behaviour target. These targets may be drawn together into one document called a Pupil Profile. Not all children on the SEND register will have a Pupil Profile, only those pupils where there are multiple needs across a number of areas.

We work closely with children with SEN and their parents to agree outcomes and how we will all work towards these, and then to review progress. We do this through termly meetings, reports (twice per year) or Pupil Profiles (three times per year), parent consultation evenings, home/school diaries and telephone contact. Pupils are involved as far as possible in discussions about their targets, provision and progress.

Church Cowley St James C of E Primary School

Special Educational Needs and Disability (SEND) Information Report 2025 – 2026

How will my child be supported in CCSJ?

How children access the curriculum

CCSJ offers an engaging, broad and balanced curriculum for all children including those with SEN. Details of the curriculum aims and opportunities are published on the school website. The way we adapt this for children with SEN and disabled children is set out in the School Accessibility Plan (available on the school website).

There is a wide range of children in each classroom; all staff provide a personalised curriculum suitable for all of the pupils to ensure an inclusive ethos and sense of belonging. All pupils with specific needs are included as fully as possible into the classroom environment and where appropriate the curriculum is adjusted to meet the needs of all children.

Levels of support

The level of support that your child receives will depend on their needs, which may change over time. Many children will have their additional needs met through high quality, specifically targeted classroom teaching, also known as High Quality Responsive Teaching (HQRT or 'Universal support' – see *Appendix 1*). This provides a classroom environment where:

- All staff have high expectations of all pupils
- All lessons are well planned and build upon what children already can do in order to accelerate learning
- Groupings are well considered and match the needs of the children
- Resources are well prepared, planned for and accessible to all
- All children are fully involved in the learning
- Additional adults are deployed effectively in order to reinforce and extend skills appropriately

Some children may require additional support through small group or individual work. This is to address specific gaps that have been identified in a child's learning and will be closely monitored to ensure that they are resulting in progress. This may be run by the class teacher, teaching assistant or by an approved outside agency and may take place in or out of the classroom. These may include:

- A specialist programme of support (for example, a speech and language programme)
- Pre-teaching or over learning parts of the curriculum
- An individual or group intervention to support literacy, such as precision teaching, phonics groups, Nessy Reading and Spelling programme
- An individual or group intervention to support Maths, such as precision teaching, Number Sense or catch up groups.
- Individual support with medical or physical needs
- Support in managing social or emotional needs, such as nurture groups, social stories or Lego Therapy

n.b. Please see Appendices 2-6 for the levels of support offered in each area of SEND

Education and Health Care Plans (EHCP)

For children whose needs are severe, lifelong and complex, the school (or you) can request that the Local Authority conduct a statutory assessment of your child's needs. The Local Authority will collate information from all agencies involved with your child and decide whether an Education and Health Care Plan is appropriate in order to best support your child's needs. You can find out more about this process through the Oxfordshire Local Offer.

How children with SEND are helped to 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 SEN in Oxfordshire in the Family Information Directory
Oxfordshire's accessibility strategy can be read here

How will I know if SEND provision is effective?

Whole School Assessment
The progress of all pupils is tracked throughout the school using progress and attainment measures. Data is analysed termly and all pupils are tracked and interventions organised accordingly. Teachers meet with the Senior Leadership Team three times a year in pupil progress meetings. Each child's progress is reviewed and plans are put in place to develop provision. 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.

SEND Reviews and Pupil Profiles
Teachers regularly assess the children in their class, using the Assess, Plan, Do, Review cycle. Pupils who have a Pupil Profile will have SEND reviews three times per year. Their pupil profiles are reviewed and updated with parents and pupils, and decisions are made about the next steps in their learning. 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. We evaluate this progress against age related expectations.

External Agencies
The school seeks external support/advice for pupils continuing to experience significant difficulties. Their assessment and advice is closely followed. External agencies work with the school to ensure our SEND provision is effective.

Information about how the governing body evaluate the success of the education provided for pupils with SEN is contained in the governors' annual SEN report on the school website.

What does CCSJ do to support the wellbeing of children with SEND?

All children have the opportunity to share their views through the School Council representatives, well-being questionnaires, working groups and through their classroom adults. All children take part in Circle-Times in the classroom and are encouraged to share their thoughts and opinions. Children are invited to give their views on their school reports. Additionally, we listen to the views of children with SEND through the termly review process.

We run a number of group and individual sessions for children with SEND in order to support their wellbeing; for example, nurture groups, Play Therapy and learning mentor sessions.

We take bullying very seriously. Awareness of cyber-bullying is provided through PSHCE lessons, assemblies and in ICT/computing classes. We have clear procedures and recording methods in place for dealing with bullying incidents.

Church Cowley St James C of E Primary School

Special Educational Needs and Disability (SEND) Information Report 2025 – 2026

How will CCSJ prepare and support my child when joining the school and transferring to a new school?

We encourage all new children and their parents and carers to visit the school before starting. For children with SEND we offer meetings with the Inclusion Lead to tour the school and discuss the facilities the school can offer. Applications to the school should be made through Oxfordshire County Council School Admissions.

Teachers liaise closely when children transfer to another class within the school. Meetings are arranged to transfer key information and discuss the individual needs of the children. The Inclusion Team supports in this process. All children have the opportunity to attend 'meet the teacher' days and children who require additional support are offered additional visits to the classroom or to meet their new teacher.

We begin to prepare young people for transition to their next school by arranging visits to the secondary schools in the area and to liaise with the secondary schools' inclusion teams to ensure that the transition runs smoothly. CCSJ staff are happy to support with transition and parental visits to the secondary schools.

What expertise can CCSJ offer?

As well as our in-house expertise from teachers, teaching assistants and governors (outlined below), we also have access to a range of specialist support services, including:

- Educational Psychology
- Special Educational Needs Support Service (SENSS), who support children with communication and language, sensory needs and physical needs
- Speech and Language Therapists
- Child and Adolescent Mental Health Services (CAMHS)
- School Nurse
- Occupational Therapy
- Physical Disabilities Service
- Community Paediatrics
- Oxfordshire School Inclusion Team
- SENDIASS (parent advisory service)
- The Locality and Community Support Services (LCSS)
- Children's Social Care

Further information about these services and what they offer can be found on the Oxfordshire County Council SEND web pages. We will always discuss the involvement of specialist SEN services with parents and carers first.

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

The Inclusion Lead (Kate Dew) is the lead for SEND at CCSJ. She holds the National Award for SEND Coordination and a Masters degree and Doctorate in Education. She is the lead for Behaviour, Attendance, Pupil Premium and Children We Care For (previously Looked After Children). She is a Designated Safeguarding Lead and has completed the specialist training in safeguarding and can train others in this area. There are also three additional, trained Designated Safeguarding Leads: The Head teacher (Steve Dew), the School manager (Kerry Lenton) and the Home School Link Worker (Alison Stroud).

All staff have completed generalist safeguarding training and building positive relationships and behaviour training. The majority of support staff and some teaching staff have First Aid training and thorough training in running particular interventions. All of the teaching staff have completed training in identifying and assessing Special Educational Needs. We encourage all staff to undertake additional training in the area of SEND in order to support their role in the school.

Training for CCSJ staff includes:

- Supporting learners with English as an Additional Language
- Phonics training
- Precision Teaching
- Sensory Needs training
- Autism
- SEND leadership
- Hearing Impairment training
- Team Teach
- Lego Therapy
- Zones of Regulation
- Emotional Literacy Support Assistant Training
- First Aid (Schools)
- Paediatric First Aid

Who do I contact for more information?

If you would like more information, if you are concerned about your child having a special educational need, or if you would like to feedback (including compliments or complaints about SEN provision), please contact Kate Dew (Inclusion Lead) or Steve Dew (Head Teacher) on 01865 778484 or email the school office at office.3210@church-cowley-st-james.oxon.sch.uk.
If you'd like impartial advice from Oxfordshire's Parent Partnership Service (SENDIASS) contact, please click here

If you'd like to know more about opportunities for children and young people with SEN and their families, support groups or information about SEN these are listed in the Family Information Directory, please click here

Oxfordshire's Local Offer contains lots of information for parents: Click here

If you would like to know more about Education, Health and Care Plans, please click here

There are also opportunities for parents and children to contribute to our policies on SEND and Equality. We do this by: feedback link on school website, suggestions box, parent focus groups, school council, young people's consultation activities, etc.

Our school has contributed to the county's Local Offer through attendance at a training workshop and through trialling of new guidance and systems

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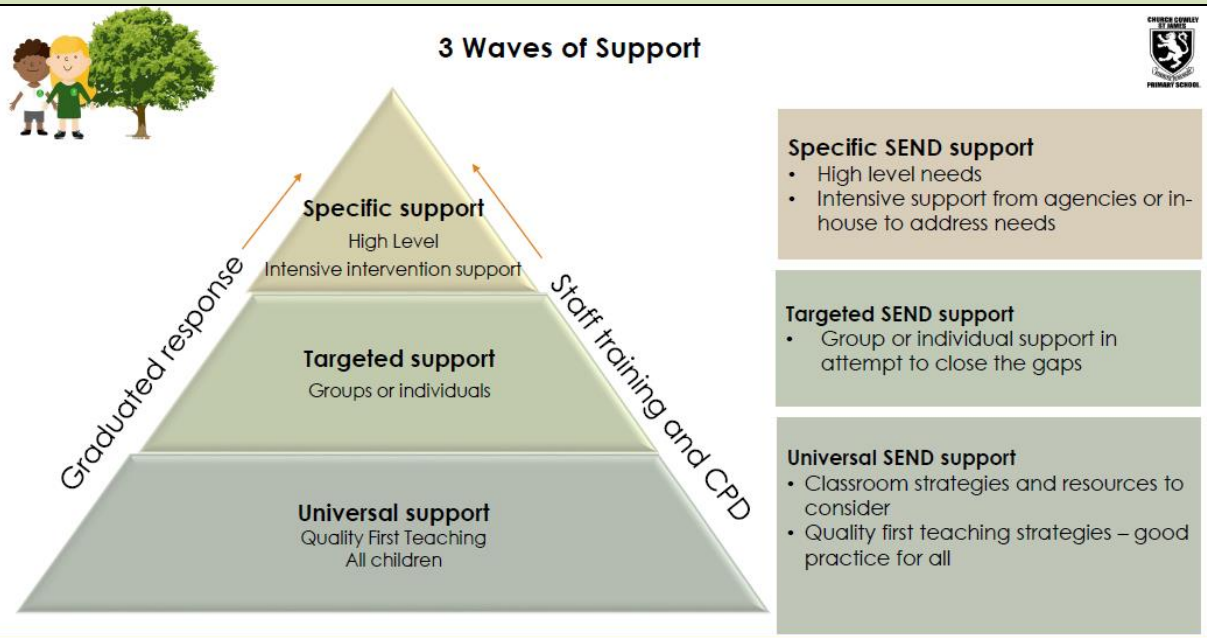
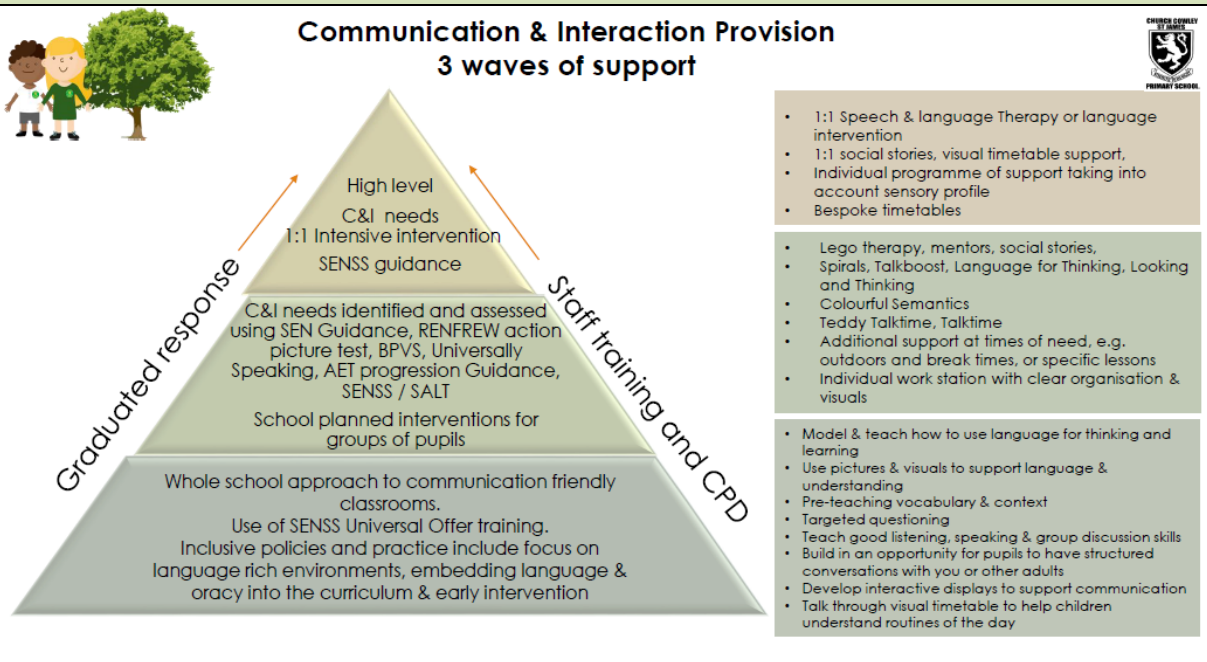
Special Educational Needs and Disability (SEND) Information Report 2025 – 2026

Appendices

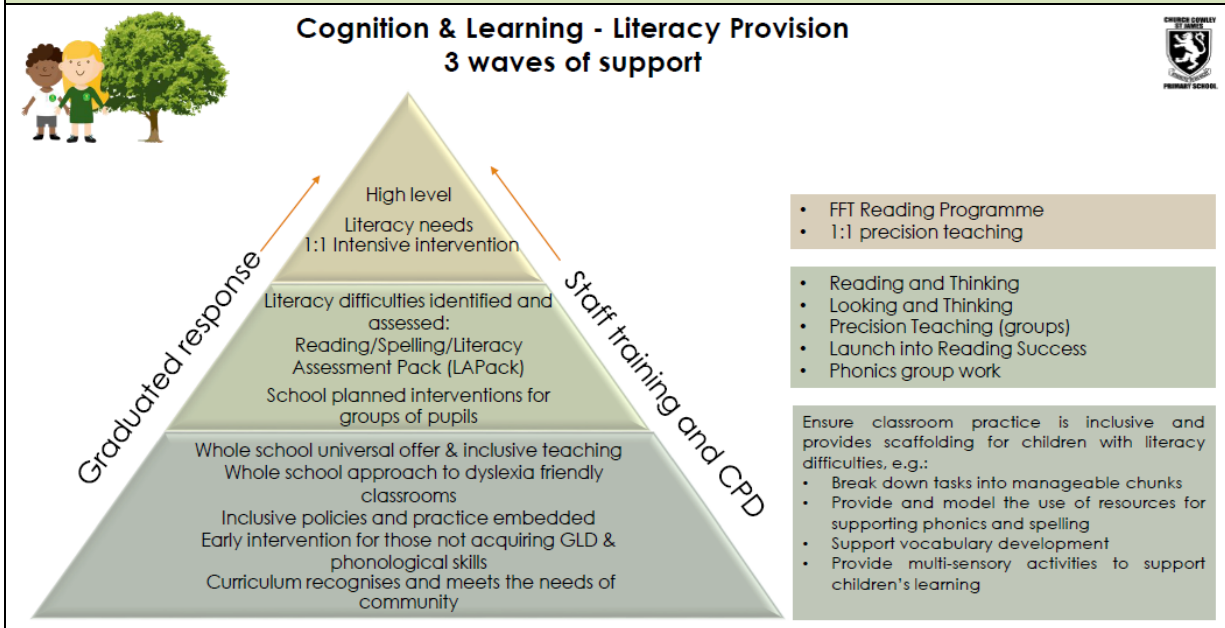
Appendix 1: Three Waves (levels) of support at CCSJ



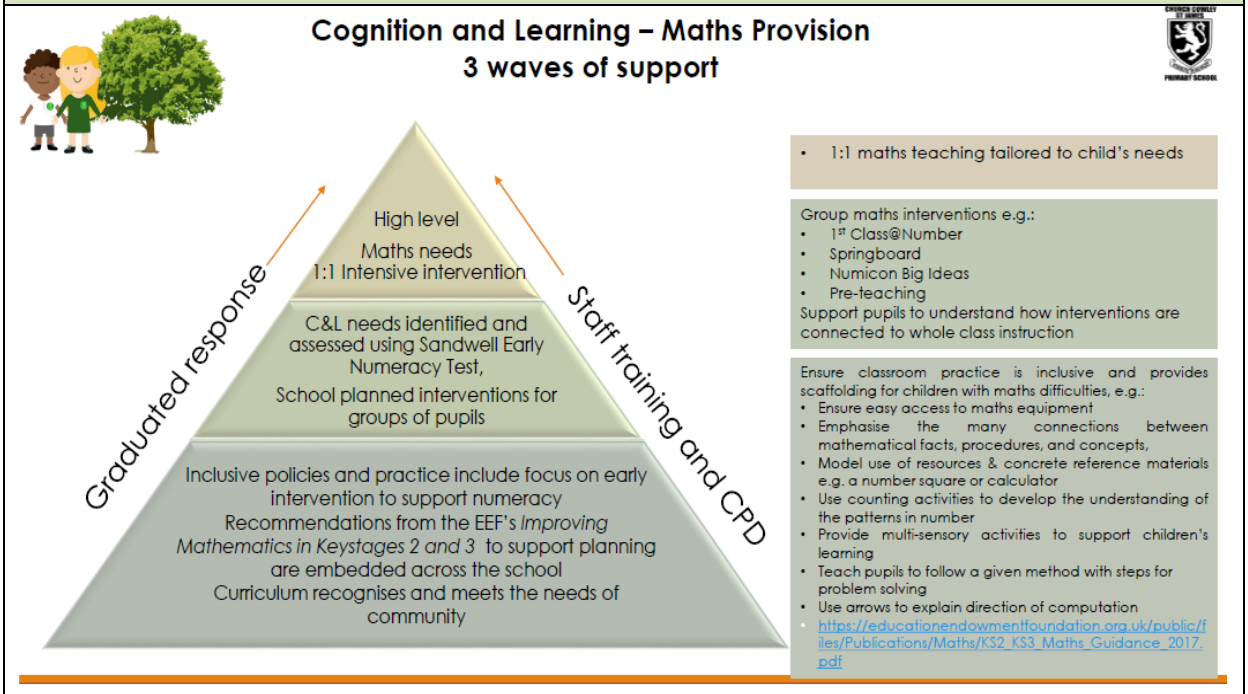
Appendix 2: Communication and Interaction provision at CCSJ



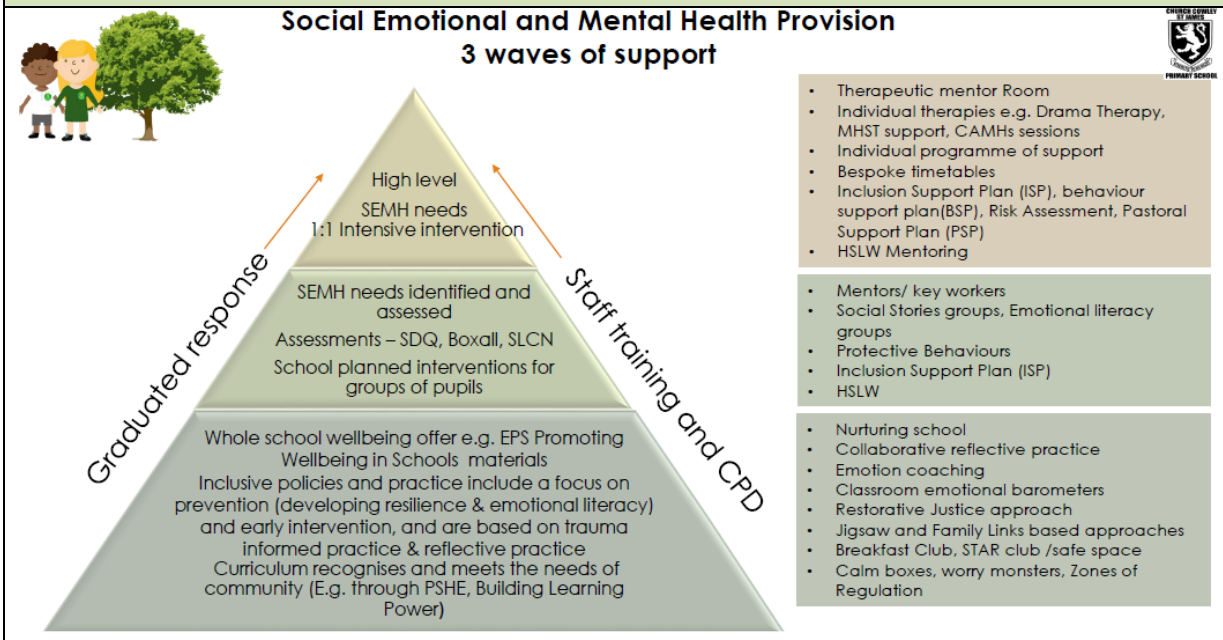
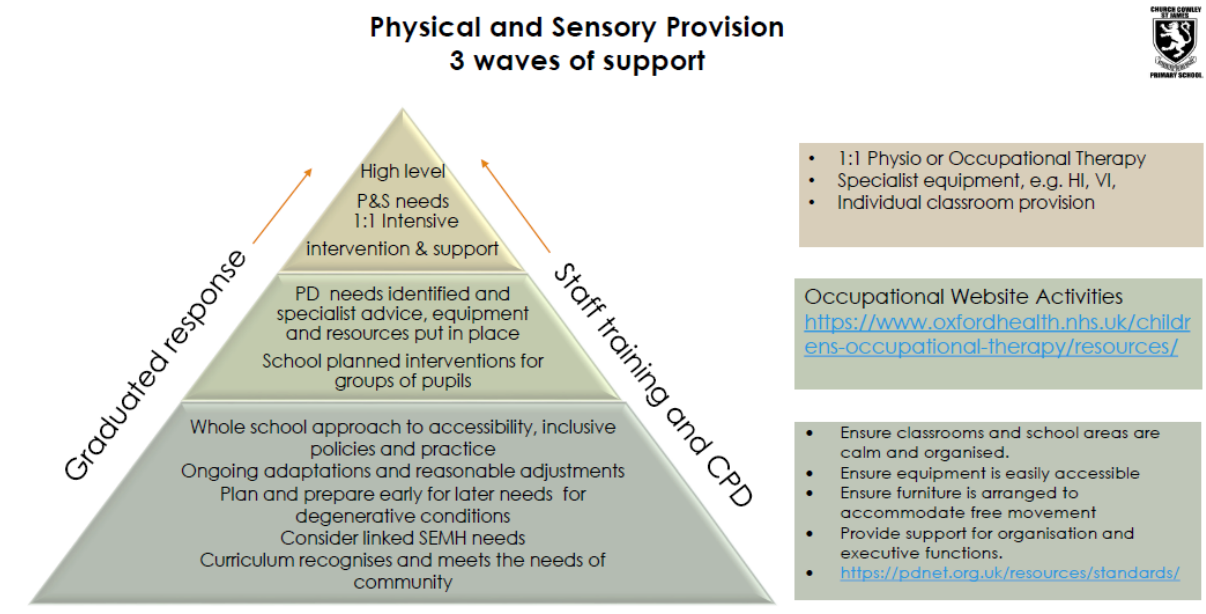
Appendix 3: Literacy support at CCSJ: Cognition and Learning difficulties



Appendix 4: Maths support at CCSJ: Cognition and Learning difficulties



Appendix 5: Social, Emotional and Mental Health provision at CCSJ



Appendix 6: Sensory and Physical provision at CCSJ