

Annual Report on the Implementation of the Special Educational Needs and Disability Policy (Sept' 25-July '26)

Schools have a duty to report annually to parents on the provision of special educational needs and disabilities (SEND) and implementation of the disability equality scheme. This is the annual report for Bure Park Primary School for the academic year 2025-26.

Pupils with SEND can have learning difficulties or disabilities that make it harder for them to learn in comparison with most pupils of the same age. This group of pupils may need additional or different intervention in order to meet their individual needs. The Special Educational Needs Code of Practice 0-25 years (January 2015) lies at the heart of the Bure Park Primary School SEND policy and sets out the processes which are followed in order to meet the needs of those pupils.

How do we identify and give help to pupils with additional needs?

We identify the pupils with SEND using the SEND Code of Practice guidance on identifying Special Educational Needs, then use the 'Assess-Plan-Do-Review model,' in support of progress. The code of practice sets out guidance which ensures a consistent approach to identifying needs across settings in the four main areas:

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social Emotional and Mental Health (SEMH)
- Sensory and Physical needs (S&P)

A pupil is deemed to have SEND if, in spite of quality first teaching and adaptations to teaching, and/or resources, progress is not made. Interventions and support plans are implemented to address the desired outcomes. Please use the following link for more details:

EARLY YEARS: https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/SEN_guidance_for_early_years_foundation_stage.pdf

Key Stage 1 and 2: https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/Schools_SEN_guidance.pdf

Provision for pupils with SEND

The 'Special Educational Needs Code of Practice from birth to twenty-five,' document outlines a graduated approach in the provision for pupils with SEND. The code recognises that pupils learn in different ways and can have different forms of SEND. At 'SEN Support level,' additional support is provided in order to achieve the desired outcomes: this may be through a targeted strategy or intervention to address a need such as a literacy difficulty; through additional small group support eg Social skills group or adaptations to the learning offer; or through specific targeted support eg Speech and Language therapy following a bespoke programme.

If a pupil is deemed to have greater needs which cannot be met at SEN Support, in consultation with the SENCO, parents, staff, outside agencies and the pupil (where appropriate) an application for 'Additional Funding,' or an 'Education and Health Care Plan,' (EHCP) may be required.

Policies

The SEND Policy has been reviewed and ratified by the governing body and can be viewed on our website. Nicola Hemmings and Charlie Wright are Early Year Leads with the responsibility of SEND Leads across Early Years and Key Stage One. Lisa Hall has SEN responsibility for Key Stage Two, with Sarah Moon supporting Year Three. Mandy MacIntyre is the designated SEND Governor.

Number of pupils with SEND

SEND Category	2020-2021	2021-2022	2022-2023	2023-24	2024-5	2025-26
SEN Support	60	64	80	86	90	77
EHCP	18	19	20 (+4 pending)	23 (+ 4 pending)	28	37
Total:	78	83	100	109	118	114

Categories of need

Primary need	Number of pupils
Cognition and learning difficulties (MLD)	33 33
Communication and Interaction needs	50 50
Social, Emotional and Mental Health (SEMH)	33 29
Physical needs and/or Sensory	2 2

Adapting the curriculum

At Bure Park Primary, we offer a broad and balanced curriculum for all pupils including those with SEND and make the necessary adaptations to ensure inclusivity. The whole school ethos is that we celebrate differences and treat each pupil as a unique individual. We run a range of interventions including:

In support of **language and vocabulary development** the following interventions can be used:

- Speech and language bespoke programmes
- Spirals
- WELLCOMM

In support of **phonic development** the following interventions can be used:

- Read, Write Inc
- Accelerated/Accelerate
- Early Literacy Support
- Launch for Reading Success
- Direct Phonics
- Precision Phonics

In support of **literacy/reading and comprehension** skills, the following interventions can be used:

- Read Write Inc
- Rapid Readers
- Toe by Toe
- Phonological Awareness Tasks (PAT)
- Precision Reading
- New Reading and Thinking comprehension

In support of **mathematical development** the following interventions can be used:

- Maths for Life
- Rapid Maths
- Every Pupil Counts
- Plus One
- The Power of Two
- Precision Teaching and Numicon.

Other interventions include Occupational Therapy and sensory circuits, gross motor skill development programmes such as Pegs to Paper/Write from the Start, Social Skills, Confidence Group, Self-esteem/Emotional Well-being, Mindfulness, Play Therapy and Physiotherapy.

External Agencies

The following external agencies have been involved in supporting pupils this year: Educational Psychologist, Behaviour and Inclusion, Physical Disability Team, Down Syndrome Advisory Teacher, Hearing and Visual Impairment Advisory Teachers; Communication and Interaction Advisory Teachers, Speech and Language Therapists, Social Workers, Early Intervention Team from the HUB/Locality and Community Support Services,

Mental Health Support Team, Attendance Team, Alternative Provision Providers, Children and Adolescents Mental Health Service (CAMHS), Complex Needs Advisory Teacher, Physiotherapy, Occupational Therapy, Early Years Inclusion Team, Early Years SEN Advisory Team and the School Nurse.

Liaison with Schools and Settings

We have close liaisons with feeder settings/schools, and next phase schools or other educational establishments. Where there is a pupil with an additional need, we have consultations with the other school SENDCo and Welfare staff (where appropriate.) Year 6 transitions to secondary schools have been smooth for SEND pupils due to transitional meetings and enhanced transitional plans for those most vulnerable SEND pupils.

Staff Development and impact

Staff are kept up-to-date with training relating to SEND through internal and external training opportunities. This year training has been largely accessed virtually which has allowed greater flexibility of when it is accessed, or in-house dissemination of learning. Where possible, staff have attended relevant training co-ordinated to meet the needs of the pupils, both current and projected. Examples included:

- **Early Years and Key Stage One:** Charlie Wright and Nicola Hemmings (EY Leads) have continued to have responsibility for EY and Key Stage One SEND. They have both successfully completed the NPQSENCO course. They have worked collaboratively to learn how to: make a range of referrals in a timely fashion in line with early identification of need; implemented outside agency support and have implemented strategies to promote the best outcomes for identified pupils. The impact has been excellent and three EHCPs have been co-authored and submitted to county with positive outcomes.
- **Key Stage Two:** Lisa Hall continues to have responsibility for SEND across Key Stage Two. She has developed a better understanding of the EHCP needs assessment process and has had five EHCP applications granted and is currently collating evidence for one further application. She has carried out numerous annual reviews and has built links with outside agencies to provide support for pupils such as Meadowbrook College and Bloxham Grove. Lisa has continued to work towards her NPQSENCO qualification. She is also receiving outreach support from the Gallery Trust to help enhance her understanding of the SENCO role and processes.
- **Maths for Life:** Maths for Life has continued to be a strength of our provision and has been rolled out to a wider number of pupils with complex needs. We have identified a group of pupils who are working significantly below 'age-related-expectations' within Maths. They have had a fully differentiated curriculum offer from their peers. The SENDCo and key TAs have worked alongside a lead member of staff to co-ordinate, deliver and assess the impact of this intervention, whilst having ongoing support through training via county; the impact was excellent for those pupils who are working significantly below age-related expectations and who are unable to access the content and pace of their year group curriculum.
- **Emotional Well-being:** Allison Holland leads a team including Jo Blundell and Tatum Webb and they continue to support a range of pupils across school and they have been trained to work with children who are showing a wide range of emotional or social difficulties e.g.; anxiety, low self-esteem, anger etc. They have built fantastic relationships with pupils and the impact this year has been excellent in promoting positive behavioural communications, a bespoke toolkit of self-support strategies, and they have generally promoted good learning engagement and outcomes, alongside fostering independence, positive self-esteem and resilience.
- **Makaton** – sign language: Staff have been increasingly growing in confidence with growing the range of signs used e.g. for songs, using it for everyday communications within the classroom e.g. greetings and questions, for key themes and has supported inclusion for all. Impact has been positive. In addition, Makaton is now disseminated to all staff on a weekly basis for use in class and also via the weekly newsletter to the school community.
- **Autism:** Due to ongoing training of staff we have identified a greater proportion of girls and boys who have either received a diagnosis of Autism, or who are awaiting a formal diagnosis and who have been referred onto the pathway for an assessment.

Strategies of support: We have provided ongoing training across the year for key staff who have been generously supported from our specialist Advisory Teacher, and support staff, around the key elements of supporting pupils with Autism. She also ran two whole staff CPD sessions focused on Pathological Demand Avoidance and Autism learning behaviours. Strategies of support have included around social interactions and communication; emotional regulation; transactional support; and

sensory regulation. The impact has been excellent and staff feel well-equipped in managing the needs of this cohort of pupils and parents reports that the joined up thinking also helped them to support their child.

In addition, de-escalation strategies and Team Teach training was undertaken by key staff to address the needs of those pupils with behavioural needs.

- **Occupational Therapy:** We have provided specialist training for key staff supporting those pupils with needs in this area. There has been good progress made for all pupils in relation to their functional skill development eg fine motor control – cutting, letter formation, handwriting, cutlery skills; sensory processing/regulation and personal care.
- **Active Learning Groups** We are trialling active learning groups in Key Stage two in the afternoons. These focus on EHCP outcomes around social skills and interaction for children with SEMH needs in their EHCPs as well as high needs children on SEN support and those showing signs of EBSA due to the demand of a full day in the classroom. These activities are carefully planned and reviewed.

Our Teaching Assistants are highly valued members of the school, many of whom have also taken on extra responsibilities as SEN Champions.' Staff who demonstrate a particular interest or expertise in one particular area of SEN have taken on a co-ordination role, organising the resources, attending further training, training other staff or being observed by colleagues as effective practitioners in support of refining the skills of others etc. This has resulted in an increased expertise in each area. Staff report back to, and are accountable to, the team with SEN responsibility. This has proven to be an effective model of working.

Parents and Carers involvement in the provision for pupils with special educational need, and of those with disabilities and/or medical needs.

Partnership with parents plays a key role in promoting a culture of enabling pupils and young people with SEND to achieve their desired outcomes. We pride ourselves on having strong links with parents. In communicating with and working in partnership with parents we endeavour to:

- Have positive attitudes towards parents, respecting the validity of differing perspectives
- Provide user-friendly information and procedures
- Being aware of parental needs (in respect of a disability or communication and linguistic barriers etc)
- Refer pupils to a range of other support agencies when needed.
- Signpost parents to a variety of outside agencies which offer support, such as local groups and the SENDIASS which can be found via: <https://www.oxfordshire.gov.uk/cms/public-site/sendiaass-oxfordshire> - who are able to undertake the role of parental advocate.
- Or, the Family Information directory which holds a list of available services for children and families with SEND. The Family Information directory can be found at: <http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>
- The 'Local Offer,' holds a wealth of information about where to go and what is available to young people with SEND and their families in our locality: www.oxfordshire.gov.uk/localoffer

What we do to support the well-being of our pupils with SEND

We take seriously our whole staff responsibilities in supporting the well-being of the pupils in our care. We listen to, and are responsive to, the views of our pupils through directly working with them and their families or carers, putting in place a plan to positively promote well-being. We also gain views through regular Pupil Profile review meetings, through school council representatives; and regular links with families during any exceptional circumstances such as periods of family crisis.

We take a proactive approach in managing pupil's social, emotional and mental health and also pride ourselves on having highly trained and effective staff in delivering nurture and self-esteem programmes, including the use of Mindfulness as a tool to support pupils. Additionally, our behaviour and other policies are implemented effectively to promote inclusivity.

At Bure Park Primary we have always celebrated diversity and promoted positive relationships between all members of the community. Our curriculum enables pupils to gain a greater understanding of diversity within society, to recognise the individual behind any disability or difference and our school is a beacon for this.

SEND complaints procedure

Whilst we endeavour to support the pupils with SEND and to work closely with parents and carers, should you be dissatisfied with the service you receive, please raise any issues with us in the first instance to allow us the opportunity to resolve any issues. However, following any further discussions, if you are still dissatisfied with the outcome, full details of how to raise a complaint, or how we handle a complaint from parents or carers of pupils with SEND can be found in our 'Complaints Policy,' on our website: [Model complaints procedure \(bureparkprimary.org\)](http://bureparkprimary.org)

Plans for next academic year (2026-27)

Continuity Planning: EYSEN & KS1 SEND Leads/KS2 Lead

Nicola Hemmings and Charlie Wright continue to have responsibility for SEN across Early Years and KS1. They successfully completed their NPQ SENCO in August 2026. Lisa Hall is leading the KS2 SEN role. She is due to complete her NPQSENCO qualification in August.

This model will support ongoing early identification, planning, implementation and reviewing of support for pupils with additional needs and will be a sustainable team, with Jo Blundell playing a key role in working alongside the team.

Continuous Professional Development: Various opportunities will be provided throughout the year to support staff in continuing to develop their knowledge and understanding of special educational needs.

Pastoral Support: The pastoral support team will now be led by Jo Blundell working in a full time capacity. This is a response to the high number of children that we have presenting with SEMH needs in the school.

Active Learning Groups: This approach will continue to be embedded and developed throughout the year as we have seen very positive results so far.