



# RAF BENSON COMMUNITY PRIMARY SCHOOL

## SEND Information Report

Signed: <i>Signed on Original</i>	Date:
Head Teacher	
Policy has been adopted/reviewed by Governing Body:	
Signed: <i>Signed on Original</i>	Date:
Chair of Governors	

# RAF BENSON COMMUNITY PRIMARY SCHOOL

## SEND Information Report

### SEN AND/OR DISABILITIES REPORT

RAF Benson Community Primary School has a duty to report to all parents on the provision for Special Educational Needs and/or Disability (SEND). This report sets out information about our provision for children and young people with SEND and the effectiveness of these arrangements. This is updated annually.

### ABOUT OUR SCHOOL

At RAF Benson Community Primary School believe that each pupil has individual and unique needs. However, some pupils may need a different level of support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a proportion of pupils across the school may have SEND at some time in their school journey. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. We aim to provide all pupils with strategies for dealing with their needs in a supportive and inclusive environment, and to give all children meaningful access to the National Curriculum.

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, developmental coordination disorder and dyscalculia.
- **Social, Emotional and Mental Health needs.**  
This includes children who may have behavioural difficulties relating to conditions such as anxiety or depression.
- **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 and in Academic Year 2025/2026 we have 5 classes. We have 126 children on roll and 18 children who have been identified as having additional needs, with 4 of those children with Educational, Health and Care Plans (EHCPs).

### About our SEND and Inclusion team:

Our SEND and Inclusion Team is made up of Gina Haythorne, Julie Morgan and Ele Pring who support families and children across the school. Steph Fawdry (Headteacher) is currently in role as SENCO from a strategic perspective.

The team works closely with the Headteacher and all staff to monitor the progress of children's learning and they oversee the provision for children with additional needs.

The SEND team can be contact by calling the school office:

Our governor with responsibility for SEND is Ms Kim James.

Our SEND Policy can be found here:

<https://primarysite-prod-sorted.s3.amazonaws.com/rafbenson/UploadedDocument/9919119f-0420-44f7-9a39-328285cd1266/send-policy-sept-2024.pdf>

Our Accessibility Plan can be found here:

[Microsoft Word - Accessibility Plan - October 2021.docx \(primarysite-prod-sorted.s3.amazonaws.com\)](#)

## DEFINITIONS

### Special Educational Needs (SEN)

We use the definition for SEN from the SEND Code of Practice (2015) which states:

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.*

- A learning difficulty or disability is **a significantly greater difficulty in learning than the majority of others of the same age.**
- Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England.

### Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

## IDENTIFICATION AND PROVISION

### Early Identification

The intuitive software system, CPOMs, is used to monitor and record initial SEND concerns and an initial conversation with parents may take place. This action does not mean that a child is part of the SEND register.

The Code of Practice (DfE and DoH 2015) outlines a graduated response to pupils’ needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school’s usual differentiated curriculum and strategies.

The guidance sets out:

- How to identify if a child or young person has a special educational need.
- How to assess children and plan for their special educational needs, and how we adapt our teaching.



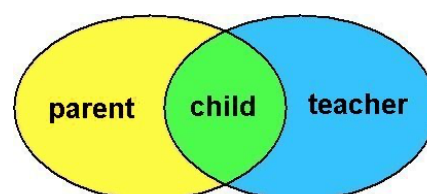
- Ways in which we can adapt our school environment to meet each child's needs.
- How we review progress and agree outcomes and involve you and your child in this.

Where a child has such a need, they may go onto the SEND register as a child in need of 'SEND support'. If a child has complex educational needs, an application for an EHCP may be made. The school uses Pupil Learning Plans, provision maps and a whole school tracking document to maintain information about the identification, assessment and provision for each pupil. Where concern is expressed that a pupil may have SEND, the class teacher and support staff take early action to assess and address the difficulties which includes a meeting with parents.

If quality first teaching and short-term support does not lead to accelerated progress, then further investigation is undertaken. This may include individual assessments, SENDCo observations, further meetings with parents or work with external professionals. The Oxfordshire County Council (OCC) descriptors plus a range of other assessment information and observations are used to decide whether the pupil needs SEND provision.

## PARTNERSHIP WITH PARENTS AND CHILDREN

The staff at RAF Benson Community Primary School will continue to develop home/school links and encourage parents to be partners in the education process. Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.



Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

In addition to Pupil Learning Plan reviews, parent meetings are held three times a year. However, parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or SENDCo. We are happy to make arrangements wherever possible for interpreters to be present for parents with a first language other than English. SEND information and leaflets are available in a number of community languages from SENDIASS Oxfordshire.

SENDIASS Oxfordshire provides a range of support for parents of pupils with SEND, including Independent Parental Supporters (IPS) and parent training about the Code of Practice. IPS give advice and support to parents of pupils with SEND at any age or stage. SENDIASS also gives information about mediation services, arranges meetings and produces leaflets and audio guides about many aspects of SEND. They can be contacted on 01865 810516 during term time or a text message can be sent to 07786 524294. Further information is available on their website:

[SENDIASS Oxfordshire | Information, advice & support in Oxfordshire \(sendiass-oxfordshire.org.uk\)](http://sendiass-oxfordshire.org.uk)

A guide to SEND provision in Oxfordshire (The Local Offer) providing support to parents and carers is available on the Oxfordshire website at:

[Special educational needs and disability: The local offer | Oxfordshire County Council](http://www.oxfordshire.gov.uk)

Information about the school's SEND policy and provision is available on the school website.

Appointments can be made to meet the SENDCo or class teacher by phoning or emailing the school office.

## Voice of the child

All pupils should be involved in making decisions, where possible, right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. Confident young pupils, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the school years.

In RAF Benson Community Primary School, we encourage pupils to participate in their learning by:

- contributing to reviews and targets (formally or informally)
- talking to TAs and teachers about their learning
- participating in class and individual reward systems
- taking part in pupil voice discussions with the SENDCo and the SEND governor

## ADAPTING THE CURRICULUM

At RAF Benson Community Primary School offers 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 SEN and disabled children is set out in the Equality Policy which can be found on our website at [Microsoft Word - Equality Policy and Action Plan - July 2022.doc \(primarysite-prod-sorted.s3.amazonaws.com\)](#)

Pupils are grouped in classes according to age. As there is a wide range of ability in each class, teachers provide a differentiated curriculum suitable for all the pupils to ensure access at all levels.

Teachers are responsible for the progress of all children and lessons are differentiated to ensure success and progress for everyone. Teachers encourage and support children to have a 'growth mindset' and to develop skills in independence, resourcefulness and resilience.

Resources such as writing frames, word banks, coloured paper, specific ICT software and practical maths apparatus help children to increase their confidence and enable them to become independent learners.

Any pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a pupil sensitively, to work individually with a TA in order to acquire, reinforce or extend skills more effectively. For some pupils, intervention sessions may be used to improve motor skills or application to give support in a particular area. Interventions are normally time-limited and criteria for inclusion in such programmes are clearly specified.

Provision for pupils with SEND is intended to close gaps in learning and enable them to make accelerated progress in the context of the curriculum and in their personal development. We run different interventions in each year group which are targeted to meet the needs of the children. Interventions run throughout the school over the course of a year include:

- **Rocket Phonics:** supports phonological awareness and runs parallel to class teaching of the Rocket Phonics scheme
- **Handwriting:** following a cursive bespoke scheme which builds on the Rocket Phonics expectations

- **Numberstacks:** 1:1 programme which breaks down basic maths skills and teaches core strategies via video instruction supported by an adult
- **Maths Calculation:** based on White Rose small steps which link to prior in class teaching
- **Literacy Gold:** a program that teaches phonics, phonological awareness, eye control and vocabulary - the four skills needed to read
- **Comprehension:** supporting key comprehensions skills and strategies specifically tailored to end of key stage SATs
- **Communication Groups** such as **Talktime** and **Teddy Talktime:** develops language, listening skills and communication for younger children through small group work
- **Lego Therapy:** develops self-regulation, self-esteem, communication and problem-solving skills
- **Precision Teaching:** supports overlearning of key words/sounds and is used across all key stages
- **Bespoke Speech and Language Programmes:** supporting children across all classes who need targeted speech and language input, (programmes set by Speech Therapist but delivered by a dedicated TA)
- **Social Circle:** children can attend these play-based sessions if they have a parent who is deployed so that they can come together and realise they are not alone.
- **Play sessions:** Weekly lunchtime sessions with Tracey Lee Parker for children exhibiting SEMH needs or friendship difficulties.
- **School Counsellor:** Our school counsellor/ play therapist visits weekly to meet with 4 children who have been identified as having a SEMH need which could be supported by structured play based activities.

We have chosen these interventions because they have a positive impact on the children enabling them to feel more confident and to narrow the attainment gap with their peers. We recognise that what works for one child may not work for another which is why all interventions are tracked and monitored closely to ensure accelerated progress is made. Most interventions will last between 10-12 weeks and we would expect to see a positive impact in that time.

### **More Able**

Any pupils who are identified as most able have support at the appropriate level. This is initially through extension work in the classroom as part of quality first teaching. In addition to this, children who are deemed most able in English are given opportunities to broaden and deepen their learning through planned differentiation and opportunities with other schools. The school is a member of the National Association for Able Children in Education (NACE) and we use the resources that are supplied on the website when appropriate.

## **STAFF EXPERTISE AND DEVELOPMENT**

### **Specialisms and Special Facilities**

We ensure that:

- teaching staff have experience of teaching a range of pupils with SEND
- additional training for teachers and TAs is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil
- differentiated resources are used to ensure access to the curriculum; resources are easily accessible in the staff room and in each classroom
- all staff are kept well informed about the strategies needed to manage pupils' needs effectively, and we try to ensure that other pupils understand and respond with sensitivity

- pupils are encouraged as much as possible to work independently within a safe and caring environment
- we have access to the expertise of LA services and other agencies such as OXSIT through the services of Kathy Hodder-Williams (Inclusion Officer) who is able to advise and support our SEND processes.
- we have an Accessibility Plan and Equality Plan to minimise any barriers to curriculum access or information
- the school has robust systems and policies in place for the safeguarding and promotion of the welfare of children who may be particularly vulnerable.

### **Staff Development and Appraisal**

RAF Benson Community Primary School is committed to constantly improving and updating expertise in SEND as set out in the Oxfordshire SEND guidance. To that purpose:

- there are regular bespoke training sessions for TAs
- the SENDCo attends partnership SEND meetings, as well as relevant county meetings
- whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school
- reading and discussion of documentation, and SENDCo/teacher meetings are considered to be part of staff development, as well as a time to share information
- newly appointed teaching and support staff meet the SENDCo to discuss SEND procedures in the school
- the SENDCo attends Partnership Inclusion Briefing meetings in the locality which are led by Oxfordshire's inclusion team

### **LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES**

The school has access to a range of Education, Health and Social Services professionals available in Oxfordshire. This includes specialist advisory teachers, health professionals such as Child and Adolescent Mental Health Services (CAMHS) and the school nurse, teachers from Language and Communication Service, Service for Pupils with Physical Disabilities, Occupational Therapists, Physiotherapists, Speech and Language Therapists and others. It also includes the Educational Psychology Service, the Oxfordshire Advisory Team for Inclusion, Early Years Special Educational Needs Advisory Teachers (EYSENATS) and SENSS Service.

We are committed to using the expertise and advice provided by other professionals. Advice given will be incorporated into Pupil Learning Plans. School will always seek parental consent before referring to external agencies and will support parents to make referrals where a parent wishes to refer their child for additional support.

### **EVALUATING SUCCESS**

The progress of all children is tracked throughout the school through regular data collection using the whole school system for assessment six times a year. The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the SENDCo and subject co-ordinators
- analysis of pupil tracking data and test results:
  - for individual pupils
  - for cohorts
  - for specific interventions
  - for particular groups of identified SEND need

- value-added data for pupils on the SEND register
- regular monitoring of procedures and practice by the SEND governor
- the School Prospectus, which contains the required information about the implementation and success of the SEND Policy
- the school's annual SEND review, which evaluates the success of our policy and sets new targets for development
- the School Development Plan, which is used for monitoring provision in the school
- visits from LA personnel and OFSTED inspection arrangements, which also enable us to evaluate the success of our provision
- frequent meetings of parents and staff, both formal and informal, to plan Pupil Learning Plans, assess and review provision and celebrate success
- surveys of pupil views and school council input

In addition, for children with SEND we regularly review progress towards agreed outcomes, assessing whether the support that has been put in place has made a difference and what we need to do next. We often evaluate this progress against age related expectations.

When we run intervention programmes for groups of children, we assess how successful they have been by reviewing entry and exit data and then use that information to decide on how best to run the interventions in the future.

## **ACCESS TO ACTIVITIES OUTSIDE 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.

If you would like to know more about opportunities for children and young people with SEND and their families, support groups or information about SEND, these are listed in the Family Information Directory at: [Family Information Service \(oxfordshire.gov.uk\)](http://familyinformation.oxfordshire.gov.uk).

## **SUPPORTING THE WELLBEING OF CHILDREN**

All children can share their views through their school council representatives and regular pupil voice collection as part of the Pupil Learning Plan review. We encourage all children to talk to their class teacher if they have a problem.

The SENDCo and Assistant SENDCo work closely with children with emotional or behavioural difficulties to enable them to build up relationships with staff and pupils, feel safe and supported in the school environment. We listen to the views of children/young people with SEND by asking them about their concerns and putting actions in place to address them. We regularly collect pupil voice when evaluating learning activities that the children have carried out.

The staff team works closely with children with emotional or behavioural difficulties to enable them to feel safe and supported in school. We support in a range of ways either in a small group or 1:1.

We use emotional literacy language in class and regularly ask children to reflect on how they are feeling, either verbally or visually. We teach the children different strategies to help manage their difficult feelings using methods such as brain breaks, breathing techniques and sensory regulation objects.

We take bullying very seriously. We help to prevent bullying of children/young people with SEND through the promotion of our positive school values and PSHCE curriculum, by having anti-bullying week, attending appropriate training and regularly training school staff.

## LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS

Our admissions arrangements are managed by Oxfordshire County Council and a link to their admissions page can be found on our website at [Admissions Process | RAF Benson Community Primary School \(raf-benson.oxon.sch.uk\)](https://www.raf-benson.oxon.sch.uk/admissions-process).

### Transfer and links with other schools

- SEND records are transferred following county procedures
- there are opportunities for all pupils to visit their prospective Secondary School
- pupils with SEND are given additional visits, if required, so that they will become more confident in the new situation
- representatives from local secondary schools are available for consultation before the time for transfer
- for pupils with an EHCP, the pupil's Educational, Health and Care Plan is amended early in the year of transfer. It must be amended in the light of the recommendations of the annual review in Year 5, the parents' views and preferences and the response to consultation by the LA with the schools concerned
- the SENDCo of the receiving school, where possible, attends the final annual review of Year 6 pupils with statements for whom the particular school has been named
- representatives from secondary schools visit our school to meet pupils before transfer
- personalised transition plans are put into place where possible
- the Early Years SEND team can support with transition for children with a high level of need

### Transfer within the school

- teachers liaise closely when pupils transfer to another class within the school
- meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress
- pupils with SEND, where required, are given a personalised transition book detailing information, including photos, about their new class
- there are close links between the school and pre-school and, where possible, pupils are visited in their current setting to discuss their needs with the current staff

## FEEDBACK AND COMPLAINTS PROCEDURE

At RAF Benson Community Primary School, we welcome feedback. Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher or is not satisfied with the teacher's comments, should ask to speak to the SENDCo. For a problem that might need time to explore fully, parents/carers are advised to make a mutually convenient appointment with the class teacher.

If you would like to feed back to us, including any concerns about SEND provision, you can contact the school office on 01491 836460.

Oxfordshire's independent Parent Support Service is called SENDIASS (The Special Educational Needs and Disability Information, Advice and Support Service). More information regarding this service can be found following the link below:

[SEN and disability complaints | Oxfordshire County Council](https://www.oxfordshire.gov.uk/parents-carers/SENDIASS)

In the event of a formal complaint concerning SEND provision, parents/carers are advised to contact the Headteacher or refer to the school's complaints policy and follow the Oxfordshire Local Authority procedure in the first instance. Parents may also contact the Governing Body. Oxfordshire's Local Offer contains lots of information for parents. Click here to see it:

[Special educational needs and disability: The local offer | Oxfordshire County Council.](#)

For more information, please see our Complaints Policy which is available on our website at:

<https://primarysite-prod-sorted.s3.amazonaws.com/rafbenson/UploadedDocument/3109c3fb-0d0b-4c7c-8866-f313dc03531e/draft-complaints-procedure-sept-2025.pdf>

## **NUMBER OF PUPILS WITH SEND IDENTIFIED ON THE SEN REGISTER**

In September 2025, there are 18 children on the SEN Register, 4 of which have Education, Health and Care Plans (EHCPs). This equates to 11.1% of the school population of 126 children on roll. This demonstrates a pattern of decreasing percentages from 18% to 13.9% to 11.1% over the previous 3 years. National average is 14.8%

The number of children we have who have an Individual Education and Healthcare plan has been roughly in line with the National average of 3.5% for the last 2 years (with the same number of EHCP's in 2023 / 2024, but a lower percentage due to our higher number of children on role).

## **Exclusion and Attendance**

There has not been any exclusions this year. Attendance is monitored regularly, and absences are followed up.