St. Aloysius' Catholic Primary School

SEND Annual Information Report 2025-2026

Name of SENCo: Sophie Kempton

Contact email: senco@st-aloysius.oxon.sch.uk

SEN Governor: Pauline Brigham-Brookes

Contact email: paulinebb@st-aloysius.oxon.sch.uk

Dedicated time weekly: 1.5 days

Contact phone number: 01865 311056

For our school and local offer, please see relevant pages on the school website.

Whole School Approach to Teaching and Learning:

- Quality First Teaching – All teachers are responsible for the learning and progress of every child in their class, including those with SEND
- An inclusive, adapted and personalised approach enables all learners, including those with SEND, to engage with all aspects of school life
- Children experience a broad and rich curriculum rooted in the Catholic faith, knowledge and challenge

Our Graduated Response for Learners:

- Holding the children at the centre of everything we do
- Continual monitoring of the quality and impact of teaching
- Identifying and tracking the progress of children/young people that require support to catch up by implementing careful assessment and intervention where required
- Identification of children requiring SEND support through the Assess, Plan, Do, Review cycle
- Consideration of application for an Education, Health and Care Needs Assessment (EHCNA)
- All children identified as requiring SEND support, or with an Education, Health and Care Plan (EHCP) are on our SEND register

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How do we identify and give extra help to children and young people with SEND?

The school uses Oxfordshire County Council's 'SEND Indicators tool kit' for identifying any of the four identified areas and assess potential barriers to learning and plan for reasonable adjustments, before amending and delivering appropriate provision and reviewing progress.

The guidance sets out in detail:

- How we identify if a child or young person 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

This guidance can be located on the SEND page on our website.

We take a holistic approach towards all aspects of a child's development and well-being, and provide support around emotional and social development, through our pastoral team. Further information can be found in our school offer and on the school website. Our measures to prevent bullying can be found in our Anti-Bullying Policy.

The Assess, Plan, Do, Review Cycle:

For children on our SEND register, an Assess, Plan, Do, Review cycle is established by class teachers and the SENCo in partnership with the children and their parents. Please see our SEND Policy for further details.

During the 2025/26 academic year, we had 32 children receiving SEN Support. Then 7 children with an Education, Health and Care Plan. Therefore, there were 39 children on our SEND register.

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This year, provision made for children on our SEND register has been:

- Communication and Interaction
  - Visual supports e.g. timetables and now/next, social stories
  - Individual task management boards
  - The Pod -alternative morning provision
  - Referrals to the Communication and Interaction service
  - Referrals to the Speech and Language service – 2 Year wait
- Cognition and Learning
  - Adapted tasks
  - Increased scaffolding e.g. visual aids, modelling, writing frames
  - Touch-typing
  - Small group support
  - 1:1 intervention – Precision teaching
  - Lexia – reading intervention
  - Fresh Start – phonics/comprehension intervention
- Social, Emotional, and Mental Health
  - Mindfulness/brain and body breaks
  - Lego therapy
  - 1:1 intervention –, MHST
- Sensory and/or Physical Needs
  - Physical resources e.g. writing slope, ear defenders, individual laptop, pencil grip
  - Individual work-stations
  - Sensory Circuits
  - Specific seating arrangements

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We monitored the quality of this provision through learning walks by SLT, paired teacher learning walks and gaining feedback from these, pupil voice and then regularly assessing the pupils and monitoring their progress, reflecting on the information and then adapting interventions as necessary. Monitoring of certain interventions is recorded in the SEND register. Lexia includes as part of the intervention a continuous monitoring and record of progress section. Parents are informed of when their child is involved in an intervention that is enhancing the universal offer.

Support Staff Deployment

Support staff were deployed in several roles across the school.

- Support in classrooms
- Adaptive teaching in all classes
- 1:1 Provision
- Small group intervention
- The Pod alternative provision
- Playground support – break and lunch
- Supporting at after school clubs
- Breakfast club
- PPA cover
- First aid
- Support for medical needs

We monitored the quality and impact of this support by talking to staff and pupils and carrying out monitoring and learning walks where appropriate. Feedback is then shared with staff members.

Distribution of Funds for SEND:

SEND funding was allocated in the following ways:

- Support staff – classroom based and 1:1 provision
- The Pod- alternative provision
- External services (see School Offer)

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- Teaching and Learning resources
- Pastoral provision
- Staff training

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Continuing Development of Staff Skills:

Individuals' CPD undertaken this year:

Area of knowledge/skill	Role of staff undertaking CPD	Training received from
Shared Attention training	Key staff	Sophie Kempton with resources from Sarah Rae – speech and language NHS lead
Child specific medical training	Support Staff	Online training
Supporting pupils with additional needs in mainstream classrooms	Teaching staff and support staff	Gallery trust outreach
NPQ SEND	SENCo	Ambition Institute
Adaptive teaching training	Karen Black then disseminated to all staff	Ambition Institute

We monitored the impact of this training through discussions with staff, peer to peer feedback and learning walks.

Partnerships with other schools and transition:

7 children on our SEN register in 2025/26 made a successful move to mainstream secondary education including 1 with an EHCP. 1 pupil with an EHCP moved to a specialist secondary setting.

1 pupils with an EHCP moved to a new Communication and Interaction specialist resource base in Oxfordshire.

We ensured that the transition into our reception classes was smooth by offering virtual meetings, transition support plans, nursery visits.

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For children moving from reception classes to KS1 and KS1 to KS2, we held a whole school transition morning to give children the opportunity to meet their new teacher and see their new class. For children with SEND, additional visits were arranged if required, as well as visual resources to support with the new changes e.g. social stories, photos of new teacher and support staff. These were shared with parents to be used in the summer holidays to help prepare children for the move into a new class.

We worked with secondary schools to ensure transitions from Year 6 to Year 7 were well planned for and smooth. Transition plans were different for each setting but support included virtual meetings, in-person site tours, group transition visits, and meet and greet with pastoral staff,

Ongoing development:

We work hard to ensure that any areas of support for our learners that can be improved are identified, and that strategies are put in place to make those improvements We do this through our whole school improvement plan, which includes specific actions to improve outcomes for children with SEND.

Our complaints procedure:

Anyone wishing to make a complaint regarding SEN support and provision should contact the headteacher in the first instance. We aim to respond to any complaints as soon as possible. This year we received no complaints regarding SEN support and provision.

Other relevant information and documents:

The Designated Safeguarding Leads in our school is Anna Mancari-Rees.

The Deputy Safeguarding Leads in our school are Karen Black and Jo Clarke.

Our SEND Policy and School Offer can be accessed via the links on our website. Details about the curriculum, including how it is made accessible to children with SEND can also be viewed on our website, as well as our Safeguarding Policy, detailing how we keep children safe.

Our SEND Policy, School Offer and Annual SEND Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.

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If you'd like impartial advice from Oxfordshire's Parent Partnership Service contact

https://www.oxfordshire.gov.uk/residents/support-parentscarers

If you would 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:

https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/home.page

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it:

https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer

Date October 2026

Review October 2027