



Leading Lifelong Learning; Creating Caring Communities

SEND Information Report – September 2025

These pages set out information about our provision for children and young people with special educational needs (SEN). They are updated annually.

About our school

Dry Sandford Primary School provides 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, 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

We are a mainstream school with mixed year group classes. Providing for children between reception – year 6.

Our special educational needs co-ordinator (SENDCo) is: Sarah Crothers
She can be contacted on: 01865 730432 or sendco@dry-sandford.oxon.sch.uk
Our governor with responsibility for SEND is: Cliona Keane

Our SEN policy can be found here: [POLICY DOCUMENT](#)

Our Equality Scheme and Accessibility Plan can be found here: [Dry Sandford Primary School - Policies and Procedures](#)

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

The school uses Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'.

The guidance sets out:

- 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.

Click here to read it:

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationSecondarySchoolsGuidance.pdf>

How do we work with parents and children/young people?

We will always contact parents if we have a concern that a child or young person may have a special educational need.

We work closely with children and young people 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 the use of the assess, plan, do, review cycle which is supported by pupil profiles that are updated three times a year and reviewed with the child and their family. scheduled phone calls and meetings, parents' evenings and SEND coffee mornings.

There are also opportunities for parents and children to contribute to our policies on SEND and Equality. We do this by: annual parent survey, school council, young people's consultation activities.

Adapting the curriculum

We offer 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 School Accessibility Plan. You can read it here [4CCBC2829E697CABD2930091EBE0BDED.pdf](https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationSecondarySchoolsGuidance.pdf)

We use intervention programmes including Project X 'Code', New Reading and Thinking and, precision teaching to support the development of language and literacy skills. We use 'Doodlemaths' to develop maths skills.

What expertise can we offer?

Our SENCo holds the NASENCo qualification, and has specialist training in supporting children with autism. She has worked in education for 19 years in a range of specialist settings including therapeutic centres, Hospital provision and special schools.

Our SENDCo is also supported by our SNA (Special Needs Advisory Teacher) who works for multiple settings, she has been a class teacher and SENDCo in addition to currently training new SENDCos.

All staff have basic awareness level training in Autism, Attachment, restorative practices. All staff are 'Team Teach' trained and most have received training from Mulberry bush school on Behaviour as communication and have all had stage 1 and 2 training from Betsy DeThierry. We have two members of staff with a Certificate of Therapeutic Mentoring. We have staff who have received enhanced training in restorative practices. There are also members of staff who have trained at a specialist level in support children with Mental Health needs – Mental Health first aid, Drawing and Talking therapy, Lego-based therapy, water and sand play therapy. Teaching assistants are trained to support the particular needs of the children they work with.

We also have access to a range of specialist support services including Educational Psychology
SENSS, who support children with communication and language, sensory needs and physical needs
Behaviour Support
Child and Adolescent Mental Health Services (CAMHS)
Oxfordshire School Inclusion Team
Therapy services
Early Intervention
Children's Social Care
Mulberry Bush school outreach

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages:
<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>

We always discuss the involvement of specialist SEND services with parents first.

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

How do we know if SEN provision is effective?

The progress of all children/young people is tracked throughout the school through Arbor and Excel. Data is collated each term and trends are monitored at pupil profile review points three times a year.

In addition for children/young people with SEND 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.

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.

The governing body evaluate the success of the education that is provided for pupils with SEND by monitoring books, learning walks and monitoring visits.

How are children and young people with SEN 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 SEND in Oxfordshire in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's accessibility strategy can be read at:

http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools_Accessibility_Strategy.pdf

What do we do to support the wellbeing of children/young people with SEN?

All children have the opportunity to share their views through their school council representatives and regular 'pupil voice' meetings with the Head Teacher. We listen to the views of children/young people with SEND for example through the use of '3 houses' or other appropriate means and they contribute to their 'Pupil profile'.

We take bullying very seriously. We help to prevent bullying of children/young people with SEND through our use of the restorative approach

Joining the school and moving on

We encourage all new children to visit the school before starting. For children/young people with SEND we offer additional visits, phased transition, and where appropriate meetings including any professionals involved with the child.

We begin to prepare young people for transition into the next stage of their education or training by liaising closely with the schools concerned, arranging additional visits, SEND handovers and meetings with other professionals.

Who to contact

If you are concerned about your child please contact their class teacher in the first instance, or the SENDCO, Sarah Crothers or the Headteacher Katie Friday.

If you'd like to feedback, including compliments and complaints about SEND provision please contact the Headteacher. We aim to respond to any complaints within three days. Our complaints procedure can be found on our website.

If you'd like impartial advice from Oxfordshire's Parent Partnership Service contact <https://www.oxfordshire.gov.uk/cms/content/contact-parent-partnership>

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:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

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

[SEND: The Local Offer](#)

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