SEND INFORMATION REPORT 2025—2026

Annual Report to Parents from the Governors on the
Provision for Special Educational Needs and Disabilities (SEND)
at Red Oaks Primary School 2025 – 2026

This annual report should be read in conjunction with the Special Educational Needs and Disabilities (SEND) Policy, the Equalities Policy, the Behaviour Policy and the Accessibility Plan.

Special Educational Needs (SEND) Staff
Headteacher – Eirian Painter head@redoaks.org.uk
SENCo/Assistant Headteacher – Lucy Mitchell mitchelll@redoaks.org.uk
Pastoral Manager/Designated Safeguarding Lead – Becky Taylor taylorb@redoaks.org.uk
Complex Needs Provision Headteacher – Liz Fewings fewingse@theparkacademiestrust.com
Director of Inclusion – David Williams williamsd@theparkacademiestrust.com
Alison Ribbons– LGC Member for SEND

Legislation

A child is considered to have Special Educational Needs and Disabilities (SEND) if they experience significantly greater difficulty in learning than most others of the same age, or if they have a disability that limits or prevents them from accessing the educational facilities typically available in mainstream schools. At the heart of this policy is the Special Educational Needs and Disability Code of Practice (2015), which provides the statutory guidance and framework that schools and other agencies must follow to identify, support and meet the needs of children and young people with SEND.

SEND Curriculum Intent

At Red Oaks, we are committed to ensuring that all pupils with Special Educational Needs and Disabilities (SEND) are valued, included and empowered to achieve their full potential. We have high aspirations and expectations for every pupil, recognising that all teachers are teachers of pupils with SEND and that meeting their needs is a whole-school responsibility.
We understand that every pupil with SEND has unique strengths, interests and areas of need. Therefore, we provide a broad, balanced and ambitious curriculum that is carefully adapted to enable all pupils to access learning successfully without narrowing their educational experiences. Through the effective identification, assessment and understanding of individual needs, we work in close partnership with parents, carers and external professionals to plan and deliver appropriate support and interventions across the four areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Through regular review, ongoing assessment and collaborative planning, we ensure that provision remains responsive and effective. Our aim is to develop confident, resilient and independent learners who are well prepared for the next stage of their education and future life. By maintaining high expectations and a relentless focus on positive outcomes, we strive to ensure that every pupil with SEND achieves success and is equipped to thrive both within school and beyond.

SEND Curriculum Objectives:

- To identify as early as possible, and then monitor, the needs of pupils with SEND so that appropriate provision can be made and their attainment raised.
- To enable pupils who have Special Educational Needs and Disabilities to reach their full potential through the identification and provision of successful interventions.
- To work within the guidance provided in the SEND Code of Practice 2015.
- To work towards successful outcomes through a whole-school approach in the management and provision of support for SEND.
- To provide advice and support for all staff working with pupils with SEND.
- To provide a broad, balanced, and relevant curriculum, and ensure access to extra-curricular activities and school trips.
- To involve children and their parents/carers in the identification, planning, and reviewing of objectives and outcomes.
- To work in co-operative and productive partnership, where appropriate, with outside agencies.
- To involve and listen to each student's voice in all matters concerning them.
- To record, monitor, and assess outcomes that inform the 'assess, plan, do and review' cycle for each individual student, and those that inform the planning of the school development plan.
- To provide an education that enables all children and young people to make progress so that they achieve the best possible outcomes, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education, or training.
- To ensure all pupils are able to achieve exceptionally means achievement across the board that is at least similar to that of non-SEND counterparts, that matches or betters the child's previous rate of progress, and that closes the attainment gap between the child and their peers. All pupils can and should achieve their very best.
- To ensure that all pupils are able to share in all aspects of the life of the school.
- To enable the enhancement of pupils' self–perception as learners.
- To ensure that all pupils are inspired and motivated, fostering a curiosity to learn.
- Children with the most complex needs

SEND Implementation

Our Approach to Teaching Learners with SEND

We are fully committed to the inclusion of pupils with special educational needs into mainstream lessons. We seek to ensure that the individual needs of pupils are fully met. We value high quality teaching for all learners and actively monitor teaching and learning in the school.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess to ensure that progress is being made.

How we identify SEND

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as follows:
"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age: or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

If a learner is identified as having SEND, we will provide support that is 'additional to or different from' the normal differentiated curriculum intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school or they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, or they may be worried about different things that distract them from learning. At Red Oaks we are committed to ensuring that all learners have access to learning opportunities and, for those who are not making progress, we will intervene.

This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

SEND PROFILE 2022-2026

	May 21	May 22	May 23	July 24	July 25
SEND Support	65	53	52	58	56
EHCP	30	32	32	32	37
SEND Total	95	85	84	90	93
Total NOR	475	461	461	470	468
%	20%	18.2%	18.2%	19%	19.9%

2026	**Number of pupils**	**% of whole school** *(464 on roll)*	**National %**
SEN Support	44	9.5%	14.8%
Education, Health and Care Plan (EHCP)	39	8.4%	6%
Any significant changes in the SEND profile since last year? No significant changes			
Number of permanent exclusions where the student has SEND -0			
Attendance of pupils with SEND – 93.54% Whole School – 94.42%			

Breakdown by area of need 2025-26

Area of Need	**Number of pupils**	**% of SEN pupils**
Cognition and Learning	24	25.78%
Communication and Interaction	40	43%
Social, Emotional and Mental Health	13	15.05%
Sensory and/or Physical	13	13.9%

Not every child identified in the census by disability meets the criteria to be in the SEN Support or EHCP categories.

Assessing SEND

Progress data for all pupils is collated over the course of the year. The data is reviewed and those pupils who have made no progress, show a severe decline in progress, or a major difference to their peers across English and Maths, are identified and discussed.

All pupils have Maths, Reading and Writing assessments / teacher assessment three times a year. These results are then analysed alongside other assessments and interventions are implemented if necessary.

In addition to the arrangements for assessing and reviewing all children's progress, pupils with SEND have (where appropriate):

- A rolling review of targets and outcomes specific to the individual is discussed with parents. These are identified and reviewed through Individual Education Plans (IEPs for children who are at the 'monitoring' or 'SEN Support' stage or through Evidence for Learning frameworks for children with Education Health and Care plans (EHCPs)
- Early Help Assessment and Team around the child (TAF) meetings.
- External agency involvement ie Educational Psychology, Speech and Language Therapy (SALT), Occupational Therapy and other support service reviews.

What we do to Support Learners with SEND

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teaching Standards and the SEND Code of Practice expects Quality First Teaching to be provided and stipulates that every teacher is a teacher of SEND. The Teaching Assistant Standards 2014 document details the expectations for all TAs. Staff will use various strategies to adapt access to the curriculum. Advisory Teachers are utilised where necessary.

Each learner identified as having SEND is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the identified barrier to learning.

Special exam arrangements are put in place for those pupils who qualify.

Careful tracking of pupils' well-being is undertaken through the use of a "Readiness for Learning" score obtained annually using a detailed pupil perceptions survey. Anger and anxiety management support is given by either the Pastoral Manager or ELSA through 1:1 or small group work.

The Park Academies Trust have two specialist teams who support pupils across the Trust. These are the **School of Solutions** who support children with Social, Emotional and Mental Health needs and the **TPAT Mental Health support team** who offer talking therapies to children to work through developing or existing needs. Teaching Assistants carry out recommendations made by the therapists eg Speech and Language, Hearing Support as appropriate under the supervision of teachers and the SENDCo.

How Do We Find Out if Support is Effective?

Monitoring progress is an integral part of teaching and leadership. Parents/carers, pupils, and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'Assess, Plan, Do, Review' model and ensure that parents/carers and children are informed of any planned interventions. Parents are contacted to discuss their child's progress. A baseline is recorded which can be used to compare the impact of provision. Those pupils with an Education Health Care Plan will receive an Annual Review and an interim review, as appropriate.

The SENCo attends regular cluster meetings where impacts of interventions, training outcomes and updates on local procedures/provisions are discussed and shared.

Graduated Response to Needs

During the academic year pupils with SEND were supported through our graduated response. Wave one pupils have needs that can be met through classroom differentiation and quality first teaching. Wave two pupils have additional support. For Wave three pupils the school has requested support and advice from outside agencies and individualised interventions are put into place. This may be through the Early Help Conversation procedure or directly with individual agencies or specialists. For a few pupils, whose needs are significant, an Education, Health, and Care Plan is issued with additional funding beyond the standard sum delegated to the school for Special Educational Needs and Disabilities.

Some pupils with disabilities and medical needs are entitled to access arrangements for statutory tests. Most commonly this is the use of a reader, additional time, or the use of a scribe/word processor. Pupils with these arrangements use them as part of their normal provision in school as far as it is practically possible. Pupils choose to take advantage of these arrangements with guidance from the school and their parents or carers.

Where appropriate pupils with an Education, Health, and Care Plan (EHCP) attend their annual reviews where their views are sought both as written contributions prepared in advance, and verbal contributions during the meeting.

Arrangements are made for all pupils with disabilities and medical needs to attend the full range of extra-curricular activities and school trips.

Categories of Pupils at Wave 1

- Pupils who are able to make good progress supported by Quality First Teaching in lessons.

Categories of Pupils at Wave 2

- Pupils receive adaptations to their provision through class-based strategies and resources and small group work or interventions.

- Pupils who require short-term targeted support to address identified gaps in learning, including literacy and numeracy.
- Pupils with an individualised plan
- Some pupils for whom the school has sought educational advice and support from outside agencies such as the educational psychologist, the speech and language therapist and other advisory services.
- Pupils who require support to address issues with aspects of mental, social and emotional

Categories of Pupils at Wave 3

- Pupils who are supported by significant interventions or targeted programmes designed to meet their needs.
- Some pupils who are receiving regular support from outside agencies.
- Pupils who are educated at an alternative educational provision but remain on the school roll.
- Many pupils with an Education, Health and Care Plan (EHCP), where provision requires a highly personalised and specialist approach.

Preparing for the Next Step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school. Planning for transition is a part of our provision for all learners with SEND. Pupils identified with SEND are invited to additional transition work. Visits are made to provisions where necessary and where available. Staff also attend meetings and annual reviews for pupils joining where possible.

SEND Impact

The following charts show the outcomes for pupils with SEND.

Attainment for SEND End of KS2

Primary Results	Combined RWM	Reading	Writing	Maths	SPAG
All PUPILS NA 2026	63%	75%	73%	75%	74%
All SEN RO 2026	9.1%	18.2%	9.1%	36.4%	18.2%
EHCP RO 2026	0%	0%	0%	0%	0%
SEN Support RO 2026	16.7%	50%	16.7%	50%	16.7%

All SEN Mainstream RO	14.3%	42.9%	14.3%	42.9%	14.3%
EHCP Mainstream RO	0%	0%	0%	0%	0%
All SEN Support Mainstream RO	16.7%	50%	16.7%	50%	16.7%

We use the software package Provision Map to create and review individual education plans for children at SEN Support. We have also used this tool for our assess, plan, do review cycle of interventions. Reviews score both outcomes from -2 (significantly less than expected progress) to +2 (significantly more than expected progress) with a score of 0 being expected. This year, our reviews show scores within the 'expected range' demonstrating that on average, pupils are achieving the outcomes they have been set. We are confident that we are setting consistent targets across the school and that they are being reviewed consistently by staff.

Liaison

Swindon Borough Council has created a Strategic SEND Board with representatives from Education, Health, and Social Care across Children's and Adult Services. David Williams (Director of Inclusion, The Park Academies Trust) attends all the meetings. The Board also includes representation from the parents and carers group, and the voluntary and community sector. The board is chaired by the Director for Education for Swindon and includes Director of Children's & Adult Services as one of the members, who in turn reports to Corporate Board and the Cabinet.

Professional Development

The Trust offers SEND online training through National College.

There have been a number of SEND-related training sessions for staff:

- Trauma Informed Practice
- Team Teach
- First Aid
- Visual Awareness
- Deaf Awareness
- SEND Conference
- Diabetes Awareness
- TEACHH Approaches
- Behaviour Management

Staff have worked alongside advisory staff and outreach workers who have visited the school and/or attended meetings, which has developed knowledge, understanding, and expertise.

Staff training is monitored by line managers through Performance Management.

The SENCos trained early career teachers and new members of staff in Special Educational Needs and Disabilities procedures and provision.

Parent/Carer Involvement in Provision for Pupils with SEN, Disabilities, and/or Medical Needs

Annual Reviews, Early Help Assessments and Records, TAFs, e-mails, phone calls, and meetings take place. Parents and Carers are fully included in the review process for pupils with SEND and they are encouraged to develop the pupils' learning at home, supporting them with homework, interventions, and/or reading. This partnership has a significant positive impact on student progress, All parents have the option to talk formally about their child's progress at least three times a year. Parents of children on the SEND Register have the opportunity to add their comments and evidence to our two platforms Provision Map and Evidence for Learning.

Funding

Thirty nine pupils were in receipt of High needs top-up funding to meet their individual needs as agreed by the Special Educational Needs Disability Team within the LA. The funding for these children was used to maintain teaching assistants and buy specific resources. The school budget, includes money for supporting children with SEND. This funding was used to employ and train teaching assistants, resources and external agency support e.g. The Education Psychology Service, TaMHS, Education Welfare Officer (EWO) as well as support from within the Trust through the School of Solutions.

Deployment of Staff and Resources

During the academic year 2025-2026 staff were deployed to provide for pupils with Special Educational Needs and Disabilities in the following ways:

- Teaching Assistants worked in mainstream classrooms alongside classroom teachers to support mainstream SEND pupils and take small groups or individual pupils for additional support, mostly outside of timetabled lessons.

- The SEND staff worked closely with the pastoral team contributing to 'Early Help Conversations', 'Team Around the Family' meetings, 'Child In Need' Meetings, contact with parents, and assessment of student needs.

The staff within the **Complex Needs SRP** support children with additional and complex needs. Children who are reception age but who are on roll with the SRP access the EYFS classroom with the support of a full time 1:1. Children from Yr1 – 6 access the CN SRP for the mornings. During this time the children have access to a teacher and 8 support staff. Generally, children are supported in small groups, however children with more complex needs may have a 1:1 for some or part of their day. In the afternoon children access their mainstream class with the support of a TA. This could be 1:1 or 1:2 depending on the needs of the children. During playtime and at lunchtimes children are supported and supervised by TAs from the SRP. Ratios at playtime and lunchtime are dependent on the child's needs.

The staff within the **SBI SRP** support children with severe and profound deafness. Children in the SBI SRP work within their mainstream class with a Communication Support Worker and have access to the National Curriculum. The children have access to a Teacher of the Deaf throughout the week. The amount of time with the Teacher of the Deaf depends on their needs. During playtimes and lunchtimes, children are supervised by a Communication Support Worker but not at the same ratio as during lesson time. All assemblies, lessons, etc are presented in BSL for the children to have full access throughout the day. Communication Support Workers are matched up with children based on their signing skills.

External Agencies

The advice and support of the following agencies has been sought:

- The advisory teachers for the deaf, visual impairment, social and communication difficulties and complex needs and physical disability
- Educational Psychology Service (EPS)
- Speech and Language Therapy
- Occupational Therapy
- Community Paediatricians
- School Nursing Service
- Young Carers
- Swindon Information Support and Advice Service (SIAS)
- Education Welfare Officer
- Early Help Hub
- Swindon Autism Advice Service/ BASIS Outreach (SASS)
- Aiming High
- SEND Team
- Virtual School (for children who are looked after by the Local Authority)
- Be U Swindon.
- Child and Adolescent Mental Health Service (CaMHS)
- Exclusion and Reintegration Officer

Trust support

School of Solutions - Our In- Trust Interventions

We provide an inclusive environment for pupils where they remain part of the mainstream school and to belong both to their school and the Trust family as a whole. We add to the mainstream curriculum through a therapeutic approach, by offering activities, learning and skills practise that involves the development of emotional quotient skills. These are the foundation for being able to be ready to learn.

We want to ensure that these students have access to creative and innovative approaches to learning and will use programmes that support and promote the facilitation of the 'finding of meaning', in everything that is offered, whilst preparing them for learning and life beyond the school. It will promote cooperative relational interactions.

For pupils to be ready for their futures in the work place and world, there are fundamental steps in their emotional intelligence that must be developed and sustained. These will be the foundation of positive relationships and experiences, that will mean they can go into the world as well-rounded adults, who can positively contribute to society and lead fulfilling lives. The School of Solutions aims to address developmental gaps that may exist for pupils in order to support this foundation.

Arrangements for consulting and involving children

The arrangements for consulting and involving children vary according to the age, maturity and capability of each individual. However, in addition to the arrangements offered to all pupils' views will be actively sought through:
The Pupil Perceptions survey (each year in the summer term)
Reviewing individual plans
EHRs and TAF meetings
EHCP Annual Reviews
SEND specific appointments with the SENDCo

How children with SEND are enabled to engage in activities alongside children who do not have SEND

Children with Special Educational Needs and Disability (SEND) have accessed the same clubs as children without SEND. Reasonable adjustments have been made to enable pupils with SEND to access day and residential trips. Full risk assessments have been carried out in advance. Pupils with SEND have been encouraged to attend residential trips with their peers to help them develop life skills.

Local Offer

For further information on services available within Swindon, please see the Swindon Local Offer at https://localoffer.swindon.gov.uk

Parents are offered and encouraged to access the support of two Swindon based organisations:
Swindon SEND information, advice and support service (SIAS)
tel: 01793 466515 or email: SIAS@swindon.gov.uk

Arrangements for handling complaints from parents of children with SEND about the provision made at the school

In the event of a parent having cause for complaint in relation to their child's needs being met they should, at first, express their concerns to their child's teacher. If concerns or queries remain unanswered then matters can be discussed at a further meeting with the class teacher and/or the SENCo.

If matters cannot be resolved parents can speak to the Head Teacher. The Complaints Policy is available on the school website or as a hard copy from the school office.

Contact information

Parents with enquiries regarding Disabilities and/or Special Educational Needs are invited to contact the school by phone (01793 493920), email, or letter. Appointments can be made with:

David Williams; Director of Inclusion – WilliamsD@tpat.uk

Lucy Mitchell; SENDCo -mitchelll@redoaks.org.uk

Alison Ribbins; SEND Link LGC member – Please contact school reception.