St Leonard's C E Primary School - SEND Information Report, September 2026

Summary

This report explains how St Leonard's CE Primary School supports children with special educational needs and disabilities (SEND). It shows our commitment to making sure every child can succeed and enjoy school life. We're proud to be an inclusive school where all children, including those with SEND, can access a broad and balanced curriculum. Ofsted (2026) recognised us as "an inclusive school with a culture of high expectations" where "pupils thrive".

Identifying needs: Children's needs fall into four broad areas: cognition and learning (difficulties with learning, literacy, maths, memory or problem-solving), communication and interaction (speech and language difficulties, autism, or social communication needs), social, emotional and mental health (anxiety, behaviour difficulties, ADHD, or emotional regulation), and physical and/or sensory needs (hearing or visual impairment, physical disabilities). We assess all children when they join our school and continuously monitor their progress. We identify SEND as early as possible through observations, assessments, and by talking with you as parents. All our teachers use high-quality teaching methods that help every child learn, including those with SEND.

Supporting needs: Some children receive targeted intervention sessions, which are typically brief (15-60 minutes), regular (2-5 times per week), and maintained over 8-20 weeks. We have a full-time Enhanced Pathway for children with communication and interaction needs, with a specialised classroom and tailored learning. Ofsted (2026) said this provision "provides a high standard of care and education" where "pupils thrive". We work with external specialists including Educational Psychologists, Speech and Language Therapists, Occupational Therapists, and mental health services. Parents are always consulted before involving external agencies.

Pupil involvement: Where possible, children are involved in discussing their learning and setting their own targets. You and your child will have three review meetings each year to discuss progress. All children are included in school trips and residential visits. We plan carefully and talk with you beforehand to make sure activities are accessible. Parents can join trips if needed to support their child.

Family partnership: We believe partnership with parents is essential. You'll receive regular updates about your child's progress and can make appointments with teachers or our SENDCo (Hannah Mansfield) anytime you have concerns. Our school is fully wheelchair accessible with suitable toilet facilities. We have accessible doors, visual impairment-friendly features, and can provide documents in larger fonts. For more information, contact the school office on 01295 262507 or office.3262@st-leonards.oxon.sch.uk, and your request will be passed to the appropriate staff member. If you have concerns about your child's SEND provision, start by speaking with your child's class teacher. A meeting can be arranged with the Head teacher and/or SENDCo.

St. Leonard's is committed to supporting every child with SEND to reach their full potential. We provide strong provision, excellent specialist support, and a genuine partnership approach with families. The recent Ofsted recognition demonstrates that this isn't just policy - it's happening in practice every day.

For further information, please continue reading the full report below.

Full Report

St Leonard's Church of England School is proud to serve its local community. We are here to ensure children of all backgrounds know God's love and are prepared as citizens to enjoy "Life in all its fullness" (John, 10:10).

Right from their first tiny steps into Nursery and Reception our Curriculum is planned to Engage, Challenge and Inspire young minds, building upon children's interests and making school a fun, safe and stimulating place to learn. We are committed to providing an inclusive, broad and balanced curriculum for all children, including those with special educational needs and disabilities (SEND). This was recognised by Ofsted (2026) as they stated, *"This is an inclusive school with a culture of high expectations. Leaders are ambitious for all pupils. They strive to reduce barriers to ensure that all pupils, including those with special educational needs and/or disabilities (SEND) and those who are disadvantaged, can succeed… Consequently, pupils thrive."*

We ensure that curriculum planning, intervention and assessment programmes are tailored to the type of difficulty experienced by a child who has SEND. Children's needs and requirements fall into four broad areas, but individual pupils may have needs that span two or more areas.

Cognition and learning	• Mild to moderate learning difficulties • Specific Learning difficulties eg dyslexia, • dyspraxia and dyscalculia, literacy skills or maths skills • Attention, organization and memory • Problem solving and play • Engagement and independence
Communication and interaction	• Speech, language and communication difficulties. • Autistic Spectrum Disorder • Attention and listening skills • Spoken and expressive language • Understanding and processing • Social communication and interaction
Social, emotional and mental health	• Behaviour reflecting underlying mental health difficulties (e.g. anxiety, depression), positive mental health and wellbeing • Attention Deficit Disorder, Attention Deficit Hyperactive Disorder, attachment disorder • Emotional regulation • Social skills
Physical and/or sensory	• Hearing impairment • Visual impairment • Physical disability • Multi-sensory impairment

A child may have SEND throughout their time in school or for a short period of time. Pupil progress and barriers to learning are continuously monitored by school staff, with the SEND register being a continuously working document. These children may need additional and different support that is given to other children of the same age. This report gives information about our provision for pupils with SEND. Ofsted (2026) recognised that leaders *"plan for and allocate funding precisely to reduce barriers and increase access for disadvantaged pupils*."

Admissions for pupils with SEND

All pupils, regardless of whether they have SEND, are entitled to apply for a place at St. Leonard's CE Primary School. Please see our admissions policy using the link below.
https://st-leonards.oxon.sch.uk/wp-content/uploads/2024/02/Admissions-Policy-January-2024.pdf

What expertise can we offer?

Our Special Educational Needs and Disability Coordinator (SENDCo) is Hannah Mansfield, and she works alongside allocated Governors to regularly monitor and review the impact of SEND provision across the school. Our teachers and teaching assistants have timely continuing professional development to enable them to support the specific needs of all pupils, including those with SEND. We work closely with the county SEND team and a range of specialist advisory teachers to ensure that our SEND provision meets the needs of the pupils and is of the highest standard.

How do we identify pupils with SEND?

All children at St Leonard's are assessed when they join our school, and continually monitored so that we can build upon their prior learning and be proactive in addressing learning gaps. The school identifies SEND as early as possible by gathering evidence through observations, assessments and written records. We also liaise with parents / carers and previous school settings (where applicable and possible). At St Leonard's, we work alongside OXSIT (Oxfordshire School Inclusion Team) and utilise their SEND Indicators Tool to support early identification of need. This allows us to:

- Identify if a child has SEND
- Establish ways in which teaching could be adapted to meet the needs of a child with SEND
- Provides guidance on assessing children in a timely manner and planning effectively
- Establish possible adaptations to the school environment to meet each child's needs
- Successfully involve the child and their parents/carers in the reviewing progress and agreeing next steps

Early Years Identification of SEND

In the Early Years, teachers follow the Statutory Guidance and 'Development Matters' document to keep track of pupils' attainment and progress and, where needed, the Oxfordshire Developmental Journal (ODJ) is used to assess developmental stages of individual pupils. Assessment is ongoing and observation checkpoints can be used to help identify any delay in children's learning and development. The school SENDCo works closely with the OCC Early Years SEN Inclusion Team (EYSENIT) who provide specialist advice on supporting all learners, including those with SEND in their initial years of formal education.

The EYSENIT teachers also provide more in-depth support for higher level needs. We can also liaise with the children's Health Visitor and refer them to specialists as identified below.

We put in place extra 1:1 teacher/teaching assistant time for those that may need targeted support and work with small groups of children, preferably within the classroom environment, through play but also offer more specific intervention groups where we can take children to a quieter space to complete. These may be to support a range of identified needs, such as speech and language, phonics, maths or social and emotional development.

How do we support pupils with SEND?

Curriculum access and the universal offer

We recognise the wide diversity of children within our school community and embrace this as a rich resource to enhance the learning and understanding of all members. We encourage all pupils, including those with SEND, to take a full and active part in the life and work of the school. Please see our Equality Policy https://st-leonards.oxon.sch.uk/wp-content/uploads/2023/12/Equality-Policy-2023.pdf .

All teachers and TAs at St Leonard's school are committed to providing learning opportunities for all children, including those with SEND. The Rosenshine principles of teaching underpin a Quality First Teaching approach to inclusive classroom practice that promotes high pitch and expectations in learning, alongside effective scaffolding to meet the individual needs of all learners. This develops an inclusive ethos within our rich and diverse school curriculum.

Targeted and specialist offer

For some children at school, targeted intervention and specialist support is required in order for them to make progress towards their learning outcomes. Staff have highlighted a small number of evidence-based, targeted interventions using the TARGET approach that have maximum impact on improving outcomes for learners.

Timing	Intervention sessions are often brief (e.g. 15-60mins) and regular (e.g. 2-5 per week).
Assessment	Assessments are used to identify pupils, guide areas of focus and to track pupil progress.
Resourcing	The intervention has structured supporting resources and lesson plans, with clear objectives and possibly a delivery script.
Give it time	Careful timetabling is in place to enable consistent delivery. Sessions are typically maintained over a sustained period (e.g. 8-20 weeks).
Expert delivery	Interventions are delivered by a qualified teacher, or if they are unavailable, a trained teaching assistant. The intervention programme is followed precisely, and suggested delivery protocols are followed.
Teacher links	If not delivered by the classroom teacher, the intervention deliverer and the teachers communicate regularly and make appropriate connections between out-of-class learning and classroom teaching.

For identified pupils, we also offer access to our Enhanced Pathway Provision, of which we currently have a full-time pathway offer. The pathway's focus is on communication and interaction, and pupils have full-time access to a specialised classroom and resources. Learning is tailored to the needs of the individual children and their key workers conduct daily, 1:1 and small group interventions. A bespoke curriculum has been developed under the guidance of specialist teachers and will be implemented from September 2026. The children in this pathway are offered opportunities to integrate with their mainstream class peers, as appropriate, to encourage and foster positive relationships. Our Enhanced Pathway is continually monitored, and we welcome visits from external agencies to offer advice and support on how our SEND provision can continue to thrive.

The Enhanced Pathway's success has been recognised by multiple external agencies, including Ofsted (2026), who said, *"The school's specially resourced provision for pupils with SEND provides a high standard of care and education. Leaders use education, health and care plans to develop a programme of learning that is precisely aligned to pupils' individual needs. Consequently, pupils thrive."*

The SENDCo works closely with external agencies to provide specialist support. These professionals include Educational Psychologists, Speech and Language Therapists, Communication and Interaction specialist teachers, Multi-Sensory and Complex Needs Teachers, Occupational therapists, Physiotherapy, the OXSIT Inclusion Team, CAMHS (Children's Mental Health Service), and the Mental Health Support Team.

We also have links with the Community Children's Nursing Team to ensure health and care plans are also in place. Parents / carers are consulted before external agencies are involved in assessing and/or working with their child.

Further information about some of the services our school can access can be found on Oxfordshire County Council's SEND web pages: https://www.oxfordshire.gov.uk/cms/public-sit/special-educational-needs-and-disbaility-local-offer.

Accessing activities outside of the classroom

All children, where possible, are included in offsite activities, educational visits and residential programmes following risk assessments (where needed) and in accordance with the school's duties under the Equalities Act 2010. We liaise with parents / carers and the children when planning trips so that the itinerary is clear and understood by all. In line with our inclusive approach to classroom education, staff aim to plan and provide activities and trips outside of the classroom that are accessible to all pupils. If required, parents are invited to join their child on trips or residentials in order to ensure inclusivity and success.

The Voice of the Child

Where possible all children on the SEND Register will be involved in discussing their learning and identifying new targets. When pupils play a part in deciding their personal outcomes, they are likely to have greater confidence, resilience and will be more effective and independent learners.

At the three annual SEND reviews, pupils and their parent/carers have opportunities to discuss progress and set new targets. This is all recorded on the child's SEND Pupil Profile. As part of this process, the child's voice plays an integral part. Having the individual child at the heart of any targets and provision set will have a positive impact on proving outcomes for them. We recognise that some children cannot verbally provide their opinions and feedback on their education and so we provide adapted opportunities to collect their voice.

Transition

At the end of each school year, Class Teachers meet to share and pass on essential information and records (including medical records if required) about children with SEND. If a child with SEND leaves the school, records are passed on to the receiving primary or secondary school and meetings may be held prior to transfer. Similarly, information from previous schools is sought for new children joining St. Leonard's Primary School.

We recognise that some children can find transitions, such as changing year groups, very difficult. For children who are anxious, nervous or worried, we will put in place a transition plan which could include:

- A one-to-one meeting with the child and their new teacher.
- A time for them to visit their new classroom when there are no other pupils there, to familiarise them with the environment. This might be supplemented with photographs of key areas in order to create a bespoke transition book to have over the summer holiday.
- Ensuring that the new teacher has a clear understanding of their individual needs and any strategies that are used to support them in the classroom.

For children with SEND starting in our Nursery or Reception classes, we will liaise with their pre-school setting and put a transition package in place if it is needed. This will usually take the form of a transition meeting with the parents / carers, key workers from both settings, and any outside agencies involved. We will then develop a comprehensive plan to support the child's transition. There will also be a home visit offered prior to their starting.

What do we do to support the mental health and well-being of pupils?

At St Leonard's, *"pastoral support tis carefully considered. Leaders are vigilant to those who may require help and put appropriate strategies in place swiftly."* (Ofsted 2026). We truly value the importance of inclusivity when approaching social and emotional learning in our classrooms. The Zones of Regulation are used throughout school to support this and the language of emotional literacy is embedded in the culture of the staff and pupils alike.

For those children that may require additional support, our Home School Link Worker and SENDCo have the ability to make referrals to the county's Mental Health Support Team. Both are very experienced with supporting children, and their families, with emotional and behavioural difficulties. They support in ensuring children feel safe and supported in the school environment.

Our Home School Link Worker is also a Deputy Safeguarding Lead and is trained in leading Early Help Assessments and working alongside Children's Social Services through the Team Around the Family (TAF) process. If you have any questions about this process or are wondering how to access help, please contact the school office and Mrs Smith will contact you.

Partnership with parents and carers

Effective home-school links are an essential part of the support arrangements for a child, especially those with SEND. At St. Leonard's Primary School, we positively encourage parents and carers to be partners in the education process. Review meetings will take place once every two terms (three times a year). Parents and carers will receive accurate and up-to-date information when they meet with Class Teachers, so that they have a full picture of their child's skills and abilities, as well as their learning needs and targets.

It is always possible to make an appointment with your child's class teacher and the SENDCo if you have any concerns with their learning. Parents and carers will be consulted before external agencies are involved and are included as far as possible in any SEND strategies that are instigated for their child.

Monitoring and evaluation

The SENDCo supports Class Teachers in reviewing Pupil Profiles and Education Health Care Plans and setting new targets. They also liaise with Teaching Assistants who support children with SEND and monitor the quality of the interventions delivered. The SENDCo regularly reports to the Teaching and Learning Governors committee with evaluations of SEND progress and additional provision. The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the SENDCo, Head Teacher, Leaders of Learning (LOL) and SEND Governors
- Analysis of pupil progress and attainment data for individual pupils and for cohorts

We work closely with OXSITT and the Enhanced Pathway Provision Team to ensure that we are delivering high-quality teaching and learning opportunities for all students, including those with SEND.

How accessible is the school environment?

St Leonard's CE Primary School is fully accessible for wheelchair users and suitable toilet facilities are available. Steps have also been made to ensure disabled pupils, staff and parents have access to all areas of the school and are not disadvantaged in any way. Internal doors have low level press pads for wheelchair users. Key codes for automatic external doors are set up and user-friendly for pupils with visual impairments. For pupils, staff and parents with visual impairment, written documents are available in larger font and our newsletter has an accessibility option online.

Useful Web Links

If you would like impartial advice from Oxfordshire's SENDIASS Service, please contact:
https://www.sendiass-oxfordshire.org.uk/

If you would like to know more about opportunities for children and young people with SEND and their families, events, support groups or information about SEND, 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. Please click here to see it:
https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer

Oxfordshire's accessibility strategy can be read via the following link: https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/schoolsaccessibilitystrategy.pdf

What parents should do in the event of a complaint regarding the Special Educational Needs Provision of their child?

If a parent/ carer is concerned about provision for their child, initial contact should be made with the class teacher. A meeting will be arranged, which may include the Head teacher and /or the SENDCo, to discuss the concern. In the event of a formal complaint please follow the Oxfordshire Local Authority complaints procedure.

Who can parents' contact for further information?

For further information, parents may contact the school office via phone or email (01295 262507, office.3262@st-leonards.oxon.sch.uk) and requests will be passed on to the appropriate staff member.