



Peppard Church of England Primary School

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) INFORMATION REPORT 2025 - 2026

Approved by:	FGB Committee	Date: November 2025
Last reviewed on:	September 2024	
Next review due by:	November 2026	



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Special Educational Needs and Disability (SEND) Information Report

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The information below is to help parents and carers of children with identified Special Educational Needs and Disabilities (SEND) to understand how we support children and families at Peppard Church of England Primary School. We are a small but inclusive mainstream village school where every child is encouraged to thrive academically, socially, and emotionally within a nurturing environment that fosters community belonging. This report is updated **annually** in accordance with **Section 69 of the Children and Families Act 2014** and the **SEND Code of Practice 2014 (0–25 guidance, Chapter 6)**.

We believe that:

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- Adaptive teaching lies at the heart of all SEND provision — all learning is tailored to meet the individual needs of each child so that they can thrive.
- Each individual is entitled to receive a broad and balanced curriculum regardless of their Special Educational Needs.
- All children should be valued regardless of their behaviours and abilities and feel a sense of community belonging.
- All teachers are teachers of special educational needs and disabilities.
- All children can make progress and learn despite their individual needs.

Provision for Special Educational Needs is led by our SENDCo, **Kirsty Wakefield and Alison Parsons**, who can be contacted via the school office at **office@peppardprimary.co.uk** or on **01491 628354**.

Our governor with responsibility for SEND is: **Hannah Rancombe**.

Adaptive Teaching as the Foundation of SEND Support

At Peppard Church of England Primary School, adaptive teaching lies at the heart of all SEND provision. We believe that all children, including those with SEND, benefit first and foremost from high-quality, inclusive teaching that is tailored to their individual needs so that they can thrive and develop a sense of community belonging. Differentiation, personalised resources, and flexible teaching approaches are embedded in everyday classroom practice to ensure every pupil can access the curriculum, engage with learning, and make progress. Additional interventions and support are always designed to complement, not replace, this foundation of adaptive teaching.

At Peppard Church of England Primary School, we believe that quality first teaching is the starting point for all children, including those with SEND. This means:

- Lessons are carefully differentiated to meet individual learning styles and abilities so that every child can thrive.
- Teachers provide high-quality, inclusive teaching before any additional interventions are considered.
- Support, interventions, and resources are designed to complement adaptive teaching, not replace it.
- Continuous assessment informs planning so that learning remains challenging, accessible, and engaging for every pupil, fostering a strong sense of community belonging.

All other aspects of SEND provision — small group work, individual support, or specialist interventions are built around this principle of adaptive teaching.

What type of school is Peppard Church of England Primary School?

Encourage one another and build each other up (1 Thessalonians 5:11)

Kindness, Respect and Perseverance



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Peppard Church of England Primary School is a mainstream primary school catering for children from **4 to 11 years old**. Our children benefit from the beautiful locality of the school, set within The Chilterns Area of Outstanding Natural Beauty.

Our aim at Peppard is to ensure that all pupils can reach their full potential and thrive in a safe and inclusive environment where they experience community belonging. We consult with pupils about their learning as we believe their views are essential. There are times when pupils need extra provision to ensure progress is made, and we strive to ensure that this provision is timely, effective, and inclusive.

We provide for children and young people with a wide range of SEND, including:

- **Communication and Interaction needs:** including speech, language, and communication difficulties, and autistic spectrum conditions.
- **Cognition and Learning needs:** including learning difficulties and specific learning difficulties such as dyslexia, dyspraxia, and dyscalculia.
- **Social, Emotional and Mental Health needs**
- **Sensory and/or Physical needs:** including visual or hearing needs, or physical disabilities affecting learning.

These categories align with the statutory definitions set out in the SEND Code of Practice 2014:

How does Peppard Church of England Primary School know if a child has SEND?

Children may be identified as having SEND through a variety of ways, including:

- Liaison with pre-school/previous school, including Reception induction procedures.
- Concerns raised by parents, carers, or teachers in any area of learning or personal development.
- Children performing below age-related expectations or making limited progress.
- Liaison with external agencies (e.g., paediatrician diagnoses).
- Use of assessment tools within the school.
- Screening tools used by class teachers in collaboration with the SENDCo.
- Use of the Graduated Approach (Assess–Plan–Do–Review) targeted at individual needs.

The school follows **Oxfordshire County Council's 'Ordinarily Available Toolkit'**, which guides mainstream schools on SEND provision. This guidance sets out:

- How to identify children with SEND.
- How to assess, plan, and adapt teaching.
- How to review progress and involve parents and pupils.
- How to adapt the environment to meet needs.

Children identified with SEND are included on the SEND Register, reviewed termly by teachers and the SENDCo. We also operate an early identification system for children who do not meet the national criteria for inclusion on the SEND Register, ensuring their additional needs are monitored through the Graduated Approach so that every child can thrive and feel a sense of community belonging.

If you think your child has SEND, please contact your child's class teacher in the first instance or the SENDCo.

Together, we will agree next steps, which may include working with external support agencies, for example:

- Educational Psychology
- SENSS (communication, sensory, physical support)
- Child and Adolescent Mental Health Services (CAMHS)
- Children's Integrated Therapies (speech & language, occupational therapy, physiotherapy)
- Early Intervention services
- Children's Social Care
- Family Information Directory

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How will both you and I know how my child is doing and how will you help me support my child's learning?

We will contact parents if we have a concern that a child may have SEND. We work closely with children and parents to agree outcomes and review progress. Opportunities for parents and children to contribute to SEND and Equality policies are available via email feedback.

How does the school communicate information about my child's needs, support, and progress?

- Class teachers meet parents/carers at least termly, usually at parent consultation evenings.
- Appointments with the class teacher or SENDCo can be requested at any time.
- Parents/carers can speak informally to teachers in the mornings for quick communication.
- Children on the SEND Register have a **Support Plan**, reviewed four times a year (September, December, April, July), with updates sent to parents.
- Where an Education, Health and Care Plan (EHCP) exists, regular reviews are held including Annual Reviews. These Annual Reviews are conducted in accordance with the statutory requirements set out in the Children and Families Act 2014, ensuring that each EHCP is reviewed at least once every 12 months and outcomes are updated in consultation with parents, pupils, and all relevant professionals.
- Informal discussions celebrate successes and progress.

School arrangements for assessing and reviewing progress

- Children's progress is measured against national age-related expectations.
- Teachers continually assess development and identify areas needing support.
- Standardised tests in reading and maths may be used.
- Progress meetings identify pupils needing further support.
- Each SEND pupil has a **Support Plan**, reviewed termly.
- External agency reports inform assessments.

How does the school evaluate the effectiveness of SEND provision?

- Pre- and post-intervention assessments monitor impact.
- The SEND Governor meets regularly with the SENDCo to monitor interventions.
- Annual school performance information is compared locally and nationally.
- Full SEN Reports are shared annually with the Governing Board; interim reports are shared termly.

Supporting your child's learning

- Individual meetings with parents to explain support strategies.
- Home-school agreements.
- Sharing Support Plans with clear SMART targets.

How my child will be supported

- Classroom teachers provide **quality first teaching**, differentiated learning, and targeted small group or individual support.
- Individual support may be provided by teachers or Learning Support Assistants.
- Interventions include support for speech & language, motor skills, social & emotional development.

Curriculum adaptations

- Broad and balanced curriculum for all pupils, including SEND.
- Curriculum maps are published on class pages.

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- Adaptations are detailed in the **School Accessibility Plan**.
- Differentiated lessons, matched adult support, individualised resources, and an inclusive environment are used.
- Individual programmes are provided as required.

Decision-making on type and level of support

- SEND funding is allocated by the Local Authority.
- Resources are prioritised for pupils on the SEND Register and for staff training.
- Individual support is determined in consultation with parents and reviewed regularly.
- External agencies are involved as needed (Health, Educational Psychologists, CAMHS, Primary Behaviour Service).
- Access arrangements are provided for pupils meeting national criteria.

Support for wellbeing

A. Pastoral, medical, and social support:

- Teachers hold overall responsibility; additional support provided by SENDCo, ELSA, or Headteacher.
- Children can share views through school council, class discussions, and assemblies.
- Interventions include ELSA sessions, Lego Therapy, social skills groups, and liaising with external services.

B. Administration of medicines and personal care:

- Policies in place; parents complete required paperwork.
- Staff training on medical conditions is maintained.

C. Behaviour, avoiding exclusion, and attendance:

- Positive behaviour management and Behaviour Support Plans.
- Referral to external support if needed.
- Attendance and punctuality monitored carefully.

Training for staff supporting SEND children

- SENDCo holds **National Award for SEN Coordination**.
- ELSA trained.
- Staff trained in ASD, behaviour management, maths approaches, speech & language, attachment theory, and medical conditions.
- Local Authority training for support staff.

Accessibility

- Fully accessible building; ramp access to Y5/6 classroom.
- Field access via road crossing; quiet spaces provided when needed.
- Activities and trips risk-assessed; adapted for SEND as required.
- Family Information Directory and Local Authority Accessibility Strategy available.
- No hearing loop.

Parental involvement

- Parents attend trips, events, consultation evenings.
- Meetings with SENDCo and external agencies as needed.
- Home learning adapted for SEND pupils.
- Support Plan and EHCP reviews involve parents.

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Concerns or complaints

- Contact class teacher → SENDCo → Headteacher.
- Formal complaints policy on website.
- Independent advice via **SENDIASS**: 0808 164 5504, info@sendiass-oxfordshire.org.uk.

Specialist services

- Oxfordshire Local Offer
- SENDIASS
- SENSS
- CAMHS
- Children's Integrated Therapies

Admissions and transition

- Children normally attend from 4–11 years.
- Transition into school, between classes, and to secondary is carefully managed.
- Visits, information packs, and liaison with secondary schools provided.
- Health professional information included as appropriate.

Pupil involvement

- Children consulted on learning via pupil voice questionnaires (September, December, April, July).
- SEND pupils involved in reviewing Support Plans.

Further information

- Oxfordshire Local Offer
- SENDIASS
- SENSS
- CAMHS
- Children's Integrated Therapies
- SEN Policy
- Equality Information and Objectives Statement
- Accessibility Plan
- Safeguarding Policy

Reviewed by: Mrs K Wakefield

Approved by: The Governing Body

To be review: November 2026