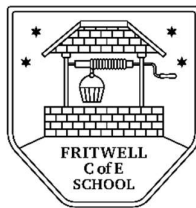


SEN Information Report 2025-26



Fritwell C of E Primary School

SENCO: Mrs Jo Ejiogu

SEND governor: Mrs Rebecca Kyte

Introduction: About our school

At Fritwell School, we are committed to ensuring that the education we provide inspires and enables all pupils to achieve. Our six core values (Respect and Compassion; Personal Success and Humility; Inspired Minds and Wisdom; Confidence, Self-Belief and Endurance; Love and Agape; Community, Citizenship and Service) are central to the school ethos and learning culture. These underpin our school vision of 'Drawing on the Water of Life: Living Well; Learning Well; Loving Well. This school vision is rooted in the Bible passage from John 4: 13-15 where Jesus meets the Samaritan woman at the well, welcomes her and gives her the Water of Life. This inspires us at Fritwell to recognise that everyone is welcome, valued and included.

This report is intended to give you information regarding the many ways in which we ensure we support all of our children, including those with Special Educational Needs and Disabilities.

As a school, we constantly review and evaluate our practice to meet the changing requirements of individual children.

At assessment point 3 at the start of July of last academic year, there were 30 children on the school's SEND register (Nursery-Y6); five with an Education, Health and Care Plan (EHCP).

Currently (September 2026), we have 24 children on the school's SEND Register who are identified as having an additional need. This is 15% of the children on roll. Four of these children have an Education Health and Care Plan (EHCP), we have additional funding for two pupils, one of whom we have submitted an EHC needs assessment.

Area of SEN need	Cognition and learning (Learning/specific learning difficulties)	Communication and Interaction	Social, emotional, mental health (SEMH)	Hearing Impairment	Visual impairment	Physical disability	Total
Primary need	8	18	1	0	0	1	28

What are our school's admission arrangements for pupils with SEN or disabilities?

Fritwell CE Primary School welcomes all children regardless of special needs or disability. Pupils with additional needs may have extra visits before starting school and there will be close liaison with parents to ensure that the correct arrangements are in place. For further information on admissions please refer to the Admission Policy on our website <https://www.fritwellprimaryschool.co.uk/>

What are our school's access facilities for pupils with SEND?

We have a wide range of resources to support differentiation of teaching and learning activities and our staff have high levels of expertise and know where to find information regarding inclusion of children with SEND. Our building is accessible for wheelchairs and adaptations, such as handrails, ensure that all areas of the school are safe and easy to get around for all our pupils.

What areas of need exist in our school?

Fritwell CE Primary currently supports a number of children with a range of additional needs including children 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;** this includes children who may have behaviour difficulties relating to emotional conditions such as anxiety, depression, trauma or insecure attachment. Some children will have recognised disorders, like attention deficit disorder (ADD), attachment disorder and autism that impact upon their mental health and social and emotional wellbeing.
- **Sensory/physical needs:** this includes children who have visual or hearing needs, or a physical disability that affects their learning.

How do we identify and assess pupils with SEND?

If the school has concerns that a child is finding certain aspects of learning difficult, we will bring together all the information needed to get a more detailed picture of the child's needs.

The school uses Oxfordshire County Council's guidance for Special Educational Needs Support which was updated in September 2019 https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/SEN_guidance_for_early_years_foundation_stage.pdf

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.

With discussion with the Class teacher, SENCo and parents it may be felt that a child will be categorised as requiring SEND Support. This means that a child may benefit from specific support within the school or from an external agency. They will be placed on the school's SEND register, which is monitored centrally by the local authority.

How are parents and pupils involved?

The partnership between school and home is important to us at Fritwell School. Parents are informed when school is making special needs provision for a child and are actively involved in decision-making regarding SEND. All pupils who are on the SEND Register have a carefully planned Pupil Profile, which lays out the strategies to support learning in class, additional support and intervention, and outcomes to be achieved over the year. Parents of children with SEND meet with their child's class teacher, at least termly, to review and set new Individual Pupil Profile targets drawing on current performance data.

The views of pupils are important to the way in which we support them during their time at Fritwell. Where possible, children have been invited to attend their termly reviews or they were asked to discuss their progress with their teacher before the review took place. All parents receive regular communication from their child's class teacher, both formally in end of term and end of year reports; at Parents' Meetings in the autumn and spring term; as well as informally via email, phone calls or face-to-face. Parent Information evenings are held at the beginning of the year and at other points when necessary.

Class teachers and the SENCO are available to discuss any concerns you have. Meetings are available with them at any point throughout the year. Please contact the school office to book a meeting.

How is pupil progress and attainment tracked?

As a school, we constantly review and evaluate our practice to meet the changing requirements of individual children. This is known as the 'Assess, Plan, Do, Review' cycle. Three times a year, teachers, the Headteacher and SENCO meet to look at pupil progress data. The data for each child is analysed via our assessment system and our PiXL assessment tests. The achievements and progress of each SEND pupil is discussed to ensure they are progressing well and provision to accelerate

progress is carefully planned from these discussions. In addition, for children with SEND, we regularly review progress towards agreed outcomes through the use of provision maps. We assess whether the support that has been in place has made a difference, and we consider what we need to do next. Intervention programmes for groups of children are reviewed, developed and improved as necessary to support the needs of the pupils.

How do we ensure inclusion?

We offer a broad and balanced curriculum for all children and young people including those with SEND.

Barriers to inclusion are identified in individual Pupil Profiles and measures for their removal are put in place, to ensure that all pupils can participate fully in activities alongside other pupils. Approaches may include:

- Differentiated teaching and support
- Providing additional resources or adapting our resources and staffing
- Using recommended aids such as laptops, coloured overlays, visual timetables
- Providing ICT resources including Reader Pens
- Ensuring that the environment is suited to the pupils' needs
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud or giving small step instructions.

We also offer nurture groups and ELSA (Emotional Literacy Support) to enable children to develop communication and social skills and increase their self-esteem.

What outside agency support is available to support children with SEND?

There are a range of professionals and services that the school can call upon for advice and support in meeting the needs of a child with SEN or disabilities including:

- Inclusion Consultant
- Speech and Language Therapists
- Communication & Interaction Support Service
- Educational Psychology
- Mental Health Support Team
- CAMHS (Child and Adolescent Mental Health Services)
- Occupational Therapy

- Physiotherapy
- Assistive Technology SENSS
- Mulberry Bush Outreach Team
- Safeguarding: MASH (Multi Agency Safeguarding Hub) ; Child & Family Assessment Team
- Attendance Team
- School Nurse Service
- Health Visitor
- Early Years SEN Team
- Children's Social Care
- Home School Link Worker
- Early Intervention Hub at Eynsham Primary School
- The C&I Hub at Hanborough Manor Primary School

The school can help parents get support from these teams if it is appropriate for the needs of their child. In some cases, the child's GP can also make a referral.

What support is available in school for a child with identified SEND?

This will vary depending on the child's needs, but could include:

- Use of individual, paired and small group activities to teach specific skills or reinforce classroom learning.
- Access to suitable individual or small group intervention programmes.
- Models, images and multisensory resources to promote understanding.
- Use of a laptop to support recording of ideas.

Resources and equipment are selected often following recommendation in assessment reports from external professionals. Resources are also chosen following specific SEND training courses. Resources are also shared and recommended within the EPA SENCo group.

What specific resources/additional interventions does this school offer?

Communication and Interaction:

- Spirals programme (language and social skills group)
- Wellcomm (Early Years)
- Time To Talk
- Chatterbox
- The Nurture Game
- Individual social stories
- Lego Therapy
- Input from Communications and Interaction Team
- Speech and Language support from SaLT, TA delivering SaLT targeted activities

Cognition and Learning:

English/Maths:

- Precision teaching (individual word reading)
- The 5- Minute Box (individual word reading and number sense)
- Write From the Start (Handwriting Programme)
- Read Write Inc. additional booster sessions
- Tailored Booster Maths and English sessions
- Plus 1/Power of 2 maths intervention
- Toe By Toe word reading intervention
- New Reading and Thinking (comprehension)
- Looking and Thinking (comprehension)
- Fresh Start (Read Write Inc)
- TA support
- daily reading with an adult
- small group phonic booster
- PIXL group therapy interventions
- Volunteer 1:1 readers

Social, Emotional and Mental Health:

- Forest school
- Individual behaviour plan or pastoral support plan
- Individual visual timetables.
- Individual 'Now and Next' boards.
- Social Stories/Social Skills sessions
- Support from the Communication and Interaction Team
- ELSA support
- Additional seats/wobble cushions
- Sensory toys
- Weighted blankets
- Access to The Lake Room (sensory room)
- Home School Link Worker

What expertise can we offer?

Our SENCo holds a teaching qualification and has the National Award for SEN Coordination from Brookes University.

TAs have had specialist training to deliver programmes.

One TA is qualified to deliver ELSA. Recent TA training includes 'Understanding and Managing the Behaviour of pupils with SEND', 'Dysgraphia and Writing Difficulties', 'Lego Therapy' and 'Identifying and Supporting Children with ADHD'. The SENDCo has also recently been trained in Emotional-based School Avoidance (EBSA) with the Communication and Interaction team. Two TAs in the Early Years Team have completed a level 3 apprenticeship in Early Years Education and one has gone on to enrol on a further, higher-level apprenticeship with Be Ready. EYFS and KS1 staff have also attended 'May

I Join You' training from the Speech and Language Therapy service. As a school, we are also accessing support from the Gallery Trust Outreach Service around supporting children with complex needs around language, communication and sensory needs.

How do we know if SEN provision/intervention is effective?

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing and evaluating the impact of interventions through pre- and post-assessments
- Using pupil questionnaires
- Monitoring interventions and data by the SENDCo
- Using provision maps and tracking to measure progress
- Holding reviews for pupils with a profile

How are children and young people with SEND 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 and how pupils will be supported. 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

Attendance of SEND pupils

The overall attendance of SEND pupils at Fritwell:

	2025-26
SEND	93.98%
NON-SEND	96.66%

Exclusions: During the course of 2025-2026 there were no exclusions.

Progress and Attainment of SEND pupils (2025-26)

Attainment 2025-26 data analysis % (22 pupils on the SEND register in years 1-5)

Years 1 (3 pupils)	Below ARE %	ARE and above %	GD
Reading	33	67	0

Writing	67	33	0
Maths	67	33	0

Years 2 (3 pupils)	Below ARE %	ARE and above %	GD
Reading	33	67	0
Writing	33	67	0
Maths	33	67	0

Years 3 (4 pupils)	Below ARE %	ARE and above %	GD
Reading	75	25	25
Writing	75	25	25
Maths	75	25	25

Years 4 (3 pupils)	Below ARE %	ARE and above %	GD
Reading	33	67	0
Writing	33	67	33
Maths	67	33	0

Years 5 (4 pupils)	Below ARE %	ARE and above %	GD
Reading	50	50	0
Writing	50	50	0
Maths	50	50	0

Years 6 (5 pupils)	Below ARE %	ARE and above %	GD
Reading	40	60	20
Writing	40	60	40
Maths	40	60	40

Progress 2025-26 data analysis (10 pupils in years 1-5) from Autumn 1 -Summer 2

Years 2	expected %	Exceeded %
Reading	100	0
Writing	100	100
Maths	100	100

Years 3	expected %	Exceeded %
Reading	100	0
Writing	100	0
Maths	100	25

Years 4	expected %	Exceeded %
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Reading	33	0
Writing	100	0
Maths	67	33

Years 5	expected %	Exceeded %
Reading	100	25
Writing	100	25
Maths	75	25

Years 6	expected %	Exceeded %
Reading	100	20
Writing	100	20
Maths	100	60

Impact of interventions for SEND children

Examples of some intervention results for children with SEND are below:

Intervention	Impact
Precision teaching of high frequency spellings	Average gain of 15% on the first 100 words
Daily reading interventions in UKS2	All children reached ARE in KS2 SATs with 1 child reaching GD
Maths intervention UKS2	All children reached ARE in KS2 SATs with 3 children reaching GD
Fine motor skills and handwriting group LKS2	Children were forming specific letters more accurately and legibly at end of intervention, meaning that they were better able to read their own work back and edit independently

What SEND funding do schools receive?

Government funding to school is based on three factors:

- Core Education Funding: The AWP (Age Weighted Pupil Unit).

This is dependent on the total number of pupils in a school. Each pupil (both with and without SEND) is provided with a certain amount of funding to meet their educational needs.

- Additional Support Funding (ASF)

On top of the core education funding, schools are given an additional amount of funding to meet the special educational provision of pupils with SEND. This funding comes from a particular funding stream called either the designated schools grant or schools block. This funding forms part of a school's 'notional SEN budget'. Currently, the government suggests that a school should use their notional SEN budget to fund up to £6,000 worth of special educational provision for a pupil with SEND. This is an average figure, as not all pupils with SEN require special educational provision beyond the amount of £6,000. It should heavily depend on the individual needs of each pupil with SEND. Additional support funding is used for pupils requiring special educational provision, including, for example, the commissioning of external experts such as therapists to attend a school and provide support.

- **Top-up Funding**

If a school requires funding that goes beyond the maximum £6,000 to provide a pupil's special educational provision, then depending on the assessed needs of the pupil concerned, the LA will provide the required funding from the LA's high needs block. During this academic year, Fritwell had additional funding for six children on role, five of whom have an Education and Health Care Plan (EHCP) or were awarded an EHCP following an EHC needs assessment earlier in the year, and one was in receipt of Early Years additional funding.

What was our SEND budget last year and how was it spent?

As a school we prioritise spending to support the needs of our children who have additional educational needs and those who are at risk of underachieving. During 2025-26 we spent in excess of £130k on educational support staff to prioritise the needs of all pupils including those with special needs, using the money to access support from outside agencies, including input from an Educational Psychologist. The money was also spent on EP assessments, OXSIT subscription, CPD for staff, ELSA supervision. The SENCo has half a day a week to carry out her duties. This time is used to meet with parents, monitor the teaching and learning of pupils with SEND in classrooms, monitor the progress of children with SEND, meet with external professionals, support and advise class teachers, carry out observations and assessments of individual pupils, and maintain statutory records.

What do we do to support the wellbeing of children with SEND?

All children have the opportunity to share their views through various Pupil Leadership Groups. We listen to the views of children with SEND by ensuring that they are included in these groups.

One of our TAs is trained in ELSA and supports children 1:1 across the school using the ELSA programme. This will continue in 2026-27.

At Fritwell, we understand the need to make wellbeing a priority. As a school, we follow the SCARF programme for PSHCE which supports children's mental and physical wellbeing. This is delivered by our Home School Link Worker who then gets to know every child across the school. She also delivers the Family Links Nurture Programme during the Autumn Term to all classes which focuses on friendships, feelings, anxiety and worries. The Life Education Virtual Bus visits all classes at the start of the academic year and children learn how to keep themselves safe, understand feelings and emotions and the impact of choices and consequences. As a school, we participate in Hello Yellow Day and Children's Mental Health Week.

We take bullying very seriously. We help to prevent bullying of children with SEND by raising the awareness of this with the staff and children. We also have an antibullying week each year which focuses on different topics and ensures that the children recognise the different forms of bullying and how to stop or prevent it from happening.

We also participate in yoga and Forest School sessions throughout the year. Our Home School Link Worker has been able to offer Space Makers to all classes each half term, and this has given children an opportunity to slow down, reflect and engage in whole class spirituality.

Through the North Oxfordshire School Sports Partnership (NOSSP) and the EPA, children have had the opportunity to participate in a range of sporting tournaments and festivals. Children with SEND have full access to these events.

How are the Governing Body involved in our SEND provision?

The school has a Special Needs Governor, Mrs Rebecca Kyte, who supports the SENCo in implementing the SEND Policy. Governors are provided with attainment and progress information of all pupils with a focus on SEND pupils. The link governor meets termly with the SENCo to review progress, interventions and their impact as well as carry out SEN learning walks.

How are pupils with SEND helped to access activities outside of the classroom?

Pupils are included in activities, trips and residentials 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 and what additional support may be required. Children in Year 5/6, have the opportunity to participate in a residential at Yenworthy Lodge in North Devon. Children with additional needs are strongly encouraged to attend and any adaptations or additional needs are discussed with parents, centre staff and school staff well in advance of the visit.

How do we manage smooth transition between years and between settings?

Early Years Transition

The SENCO and/or EYFS teacher will attend transition meetings for pupils with SEND making the transition from pre-school/nursery to our school-based nursery, or Reception class. The class teacher will visit the child in their early years setting. Parents are invited to attend a pre-admission meeting.

Moving on from Year 6

At the end of KS2, children transition to a number of different secondary schools in the area. There are transition days over the course of the summer term for Year 6 to attend their feeder secondary school. Additional visits to secondary school may be arranged for identified pupils if necessary. Key staff from secondary school will visit children in Year 6. If appropriate, children with SEND may access a transition group within school. Transition programmes are also put in place for individuals if appropriate with support from outside agencies such as the Communication and Interaction Team.

Moving Schools

If your child is moving to another school, we will:

- Contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- Make sure that all records about your child are passed on as soon as possible.

If your child joins us from another school, we will:

- Contact the school SENCo to find out any special arrangements or support that needs to be made for your child.
- Meet with parents to discuss any concerns and plan any support

Moving Classes:

- A hand-over meeting will take place between the present and the new teacher.
- Transition visits to new classes are planned in the second half of the summer term. Identified pupils have a number of additional visits to the new class.
- Social stories and transition books are used for children who would benefit.
- Curriculum newsletters and 'Meet the Teacher' meetings are provided at the beginning of term which provide information about arrangements for such things as homework, the curriculum topics and reading expectations.

What if I have a complaint?

If you are concerned with your child's progress, or you have any concerns regarding your child's education, your first step should be to talk directly to your child's class teacher about your concerns.

If your concern is not resolved by the teacher, you should then ask for a meeting with the SENCO, Jo Ejiogu, who will do her best to help resolve the issue. If this still does not resolve the issue, you may

choose to make a formal complaint by putting it in writing addressed to the Headteacher. The school's Complaints Procedure can be obtained from the school office and on the website.

Where can I find further information on SEND?

Our SEND Policy, Accessibility Policy and Equality Policy can be downloaded or read online via our school website www.fritwellprimaryschool.co.uk
If you are unable to access our website or would prefer a hard copy of the Policy, please contact the school office.

Useful web links:

Oxfordshire County Council's guidance "Identifying and Supporting Special Educational Needs in Oxfordshire Schools and Settings" may be found at:

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

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

<https://www.oxfordshire.gov.uk/cms/taxonomy/term/278>

For information about a range of specialist support services go to the Oxfordshire County Council SEN web pages at:

<https://www.oxfordshire.gov.uk/cms/public-site/support-services-send>

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>

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

<https://www.oxfordshire.gov.uk/cms/content/contact-parent-partnership>

SENDIASS Oxfordshire offers informed and impartial support to parents/carers of children with SEN and/or disabilities, and children and young people with SEND. They can be contacted by:

Telephone: 01865 810516

Text: 07786 524294

Email: sendiass@oxfordshire.gov.uk