



## **SEND Information Report**

### **2025-26**



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

## Our School Vision

At St John's CE Academy, we aspire for every individual to **grow** in wisdom and character, to **flourish** in our vibrant community, to **fly** beyond expectations, and to 'live life in all its fullness' (John 10:10.)



**"life in all its fullness"**

John 10:10

### SEND at our school:

We are an inclusive setting that fully complies with the requirements outlined in the Special Educational Needs and Disability: Code of Practice (2015). We provide 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 catering currently for 321 children across Nursery-Year 2 and Year 7 with 24.7% of children on the SEND Register. When fully opened, our school will support pupils from ages 2-16 years. Our primary area of need is Communication and Interaction in the Primary phase and Cognition and Learning in the Secondary Phase. Therefore, our Universal Offer includes teaching and learning strategies that we know are most likely to be effective for all learners.

Our special educational needs co-ordinator (SENCo) is Sandy Morris-Hornby. She can be contacted on [inclusion@sjo.cambrianlt.org](mailto:inclusion@sjo.cambrianlt.org) 01235903333 or via the school offices.

Our governor with responsibility for SEND is Sarah Shackleton who can be contacted via the school offices.

Our SEND policy can be found here: [SEND Policy](#)

Our Equality Scheme and Accessibility Plan can be found here [Equality, Diversity and Inclusion Policy](#) and [Accessibility Policy](#)

### How we identify and give extra help to children and young people with SEND:

The school uses Oxfordshire County Council's guidance.

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:

[Oxfordshire SEND Framework EYFS](#)

[Oxfordshire SEND Framework Primary](#)

[Oxfordshire SEND Framework Secondary](#)

### **Working with parents and children/young people:**

We monitor academic progress for all our children very closely and put in additional support whenever we feel a child is not making the progress we expect. 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 SEND and their parents to agree outcomes and how we will all work towards these, and then to review progress. We do this through a variety of communication channels including termly meetings, in line with parent evening meetings in the Primary Phase, using home/school diaries, scheduled phone calls and emails and informal touch base opportunities such as conversations at the beginning and end of the day. The SENCO is available at all parents' evenings to join parent meetings at parent or teacher request.

In the Secondary phase, the SENCO is available for parents to make an appointment with at parents' evenings, and two further meetings are scheduled with students and a member of the inclusion team to review, update and then share the pupil profiles. These are then shared with parents for further comment/review.

For pupils with an Education, Health and Care Plan (EHCP) one of these meetings will be replaced by a formal annual review of this plan.

There are also opportunities for parents and children to contribute to our policies on SEND and Equality. We do this through parent and pupil voice surveys as well as a feedback electronic suggestion box via the school newsletter.

### **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 SEND is set out in the School Accessibility Plan. You can read it here [Accessibility Policy](#)

WELCOMM is used to both assess and support the development of Speech and Language needs in Nursery and Reception. Little Wandle Keep Up and Rapid Catch Up programmes are used in Reception, KS1 and Year 7 to support the development of phonological awareness.

We use Zones of Regulation as a whole phase approach in Primary alongside Nurture groups following the Talk About Scheme in both KS1 and KS3 to support development of social, emotional and mental health needs.

In addition, we have bespoke enhanced provision spaces (*The Pod*) focusing on communication and interaction and supporting sensory regulation in Reception/KS1 and Cognition and Learning difficulties in KS3. In KS3 this is led by a Specialist SEN Teacher.

#### Expertise we can offer:

Our SENCo is Sandy Morris-Hornby (BA Hons, PGCE, NASENCo)

All teaching staff are trained to use adaptive teaching, to be inclusive, deliver high quality teaching and learning, preparing all pupils for their next steps. All staff have basic awareness level training in supporting a range of needs including communication and interaction (including neurodiversity) as well as how to identify and support Social, Emotional and Mental Health needs.

We have staff who have received enhanced training in Speech and Language development, Emotional Regulation and Relational Practice.

All Teaching Assistants are training to support the needs of the children they work with. In addition, all primary phase teaching assistants are trained to support and deliver phonics.

Year 7 enhanced provision is led by a Specialist SEN Teacher.

Our Governor responsible for SEND is Sarah Shackleton

We also have access to a range of specialist support services including:

Educational Psychology

SENS, who support children with communication and language, sensory needs and physical needs

Behaviour and Inclusion Support

Child and Adolescent Mental Health Services (CAMHS)

Early Intervention

Children's Social Care

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages. We always discuss the involvement of specialist SEN 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 SEND provision is effective?

The progress of all children/young people is tracked throughout the school through the school's tracking and reporting system.

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.

Information about how the governing body evaluate the success of the education that is provided for pupils with SEND is contained in the governors' annual SEND report.

### Helping children and young people with SEND 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:

[Oxfordshire's Accessibility Strategy](#)

### Supporting the wellbeing of children and young people with SEND

All children have the opportunity to share their views through regular pupil voice feedback opportunities and surveys. We listen to the views of children/young people with SEN through individual pupil voice during each SEND review. This varies dependent on stage of development but can include verbal, written or picture comments as well as information provided by the people who know the young child best.

We take bullying very seriously. We help to prevent bullying of children/young people with SEND by following the school's behaviour policy.

### Joining the school and moving on

We encourage all new children to visit the school before starting. For children/young people with SEND we provide an enhanced transition programme to enable them to feel confident by the time they join us, if required. This may include additional transition visits

both to the current setting and to our school and multiagency transition planning meetings that take place in the summer term.

In the Primary Phase, all new nursery children receive a home or current setting visit conducted by the EYFS team. The SENCo may join or have additional meetings with families where the pupil has identified SEND needs.

In the Secondary Phase, the SENCO attends the Year 6 phase transfer reviews wherever possible for all pupils with an Education Health and Care Plan (EHCP), as well as visiting pupils with identified SEND needs at their primary setting prior to them joining St John's in Year 7.

If children move to another setting all SEND information is passed securely to the new setting via the SENCo. This may include meetings with the new settings SENCo or other relevant members of staff.

### Who to contact

If you are concerned about your child please contact your child's class teacher or form tutor in the first instance through the school office either by email or telephone.

If you'd like to feedback, including compliments and complaints about SEND provision please contact the Inclusion Lead, Mrs Sandy Morris-Hornby ([inclusion@sjo.cambrianlt.org](mailto:inclusion@sjo.cambrianlt.org)). We aim to respond to any complaints within 3 working days.

If you'd like impartial advice from Oxfordshire's SENDIASS contact [SENDIASS Oxfordshire](#)

If you'd like to know more about opportunities for children and young people with SEND and their families, 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. Click here to see it: [SEND: The Local Offer](#)

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

***Updated by S. Morris-Hornby (Inclusion Lead/SENDCo)  
November 2025***