



SEND Information Report **2025-26**

John Blandy Primary School



Belong. Believe. Brilliant.
Together we thrive.

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

Our school vision at John Blandy:

At John Blandy School we recognise that all children have a right to a broad, balanced, relevant and adaptive curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential. We recognise that children are individuals, who have needs special to them.

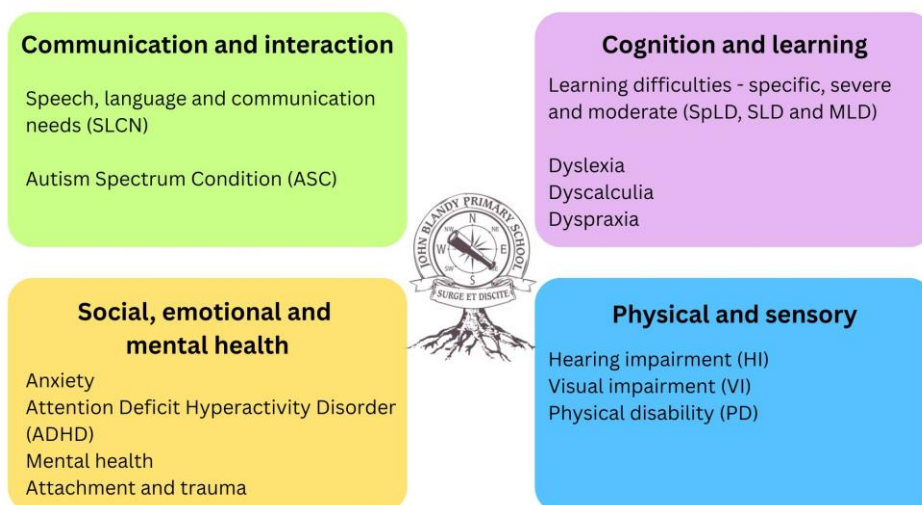
We will:

- Ensure that our curriculum is responsive to all children whatever their individual need.
- Promote positive attitudes and individual confidence, ensuring all children experience success.
- Identify, assess, record and regularly review pupils' special educational needs.
- Encourage parents/carers to be involved in planning and supporting at all stages of their child's development.
- Make effective use of support services.

SEND at John Blandy:

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 for up to 315 children. 23.5% of our children are currently on the SEND Register. Our primary area of need is Communication and Interaction. 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 (SENDCo) is: Rebecca Wilson
Our SENDCO can be contacted on: 01865 820422 or email office@jbl.cambrianlt.org
Our governor with responsibility for SEND is: Gareth Sheer

Our SEND policy can be found here: [SEN at John Blandy](#)
Our Equality Scheme and Accessibility Plan can be found here: [SEN at John Blandy](#)

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

The school uses Oxfordshire County Council's 'SEND Indicators Tool' and 'Ordinarily Available SEND Provision' document which show:

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 access the primary and secondary SEND Indicators Tool

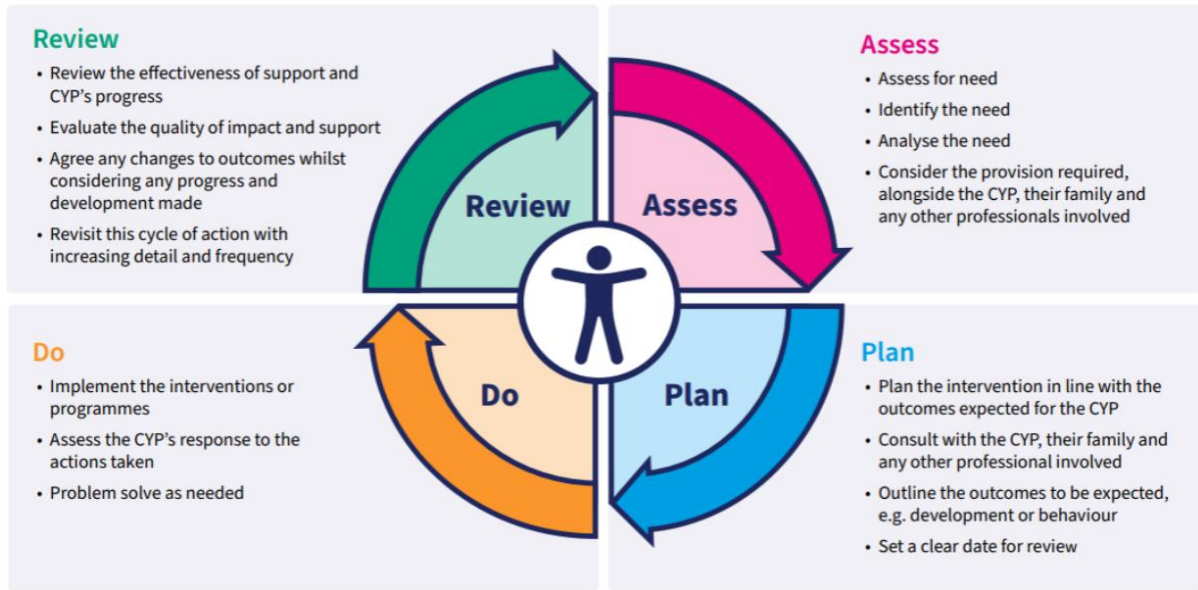
Click [here](#) to access the Early Years SEND Indicators Tool

Click [here](#) to read the Ordinarily Available SEND Provision document

Working with parents and children:

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 using the graduated approach which looks at assessing, planning, doing and then reviewing. The image below shows this process.



We hold two pupil progress meetings (parents' evenings) per year in the autumn and spring term followed by an end of year report in the summer term. For children on the SEN register, we also share pupil profiles (individualised support plans) three times per year (autumn, spring and summer). For children who have an EHCP (education health care plan), a review happens annually to discuss your child's progress towards their outcomes and what the next steps are with supporting them further. Where children are under 5 years old and have an EHCP, this will be reviewed every 6 months.

For all children and families, we have an open-door policy where we welcome conversations with families regarding children and their learning. Please speak to your child's class teacher to organise a suitable time to discuss or raise concerns.

There are also opportunities for parents and children to contribute to our policies on SEND and Equality. We do this by seeking parental voice via our Trust parent survey, informal feedback from parents and sharing of information in parent focus groups.

Adapting the curriculum:

We offer a broad and balanced curriculum for all children 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 [SEN at John Blandy](#)

At John Blandy, we have developed a universal offer which enables all children to access quality teaching and learning in their classroom environment. In addition to this, additional support may be offered through specific academic interventions such as:

- Fresh Start (UKS2)
- phonics coaching



- ELSA intervention
- Building Bricks (KS2)
- Speech and language support is through specific work with the SALT as part of the NHS
- Communication and Interaction support is provided through support from OCC C&I team.

Expertise we can offer:

Our SENDCo is currently undertaking the NPQSEN qualification which will complete in March 2027.

All staff have basic awareness level training in zones of regulation, anxiety, hearing impairment, adaptive teaching, 5 a day approach and Clicker (assistive technology).

We have staff who have received enhanced training in SCERTS, May I join you?

There are also members of staff who have trained at a specialist level in Building Bricks therapy and ELSA (emotional literacy support assistant).

Teaching assistants are trained to support the particular needs of the children they work with.

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

Educational Psychology

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

Behaviour Support

Child and Adolescent Mental Health Services (CAMHS)

Oxfordshire School Inclusion Team

Therapy services

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:

[Special Educational Needs | Oxfordshire Schools](#)

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 is tracked throughout the school through FFT Aspire.

In addition, for children 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. We use EduKey: Provision Map to help us monitor children with SEN as well as using the NAP (Norfolk Assessment Pathway).

When we run special intervention programmes for groups of children we assess how successful they have been and review the information to decide on how best to run them in the future.

Information about how the governing body evaluates 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:

We aim for 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.

Our Educational Visits Policy (EVC) can be read here: [EVC policy](#)

There is information about activities and events for disabled children and those with SEND in Oxfordshire in the [Family Information Directory](#)

Oxfordshire's accessibility strategy can be read at: [OCC Schools Accessibility Strategy](#)

Supporting the wellbeing of children and young people with SEND:

All children have the opportunity to share their views through their school council representatives as well as regular pupil voice opportunities.

We listen to the views of children with SEN through classroom discussions, classroom worry boxes, regular check ins by staff, our school ELSA to name a few.

We take bullying very seriously. We help to prevent bullying of children with SEND through school assemblies and our school values which include respect and unity as well as the British Values of tolerance of others and mutual respect. Our PSHE lessons support children in understanding what a friendship is, how to treat others and how to deal with conflict. Following an event which has caused upset, we follow our positive behaviour policy and use a restorative approach to support the children involved.



Our anti-bullying policy and child friendly version can be found here: [John Blandy Policies](#)

Joining the school and moving on:

We encourage all new children to visit the school before starting. For children with SEND, we are able to offer soft starts to transition into the setting, create supportive documents such as social stories to explain routines, people and the classroom layout and use reintegration/reduced timetables where appropriate.

We begin to prepare young people for transition into the next stage of their education by working closely with their allocated school, most commonly working with secondary schools. We also use support from OCC C&I team to support children with Communication and Interaction difficulties to effectively transition to their new setting.

In line with the SEN Code of Practice (2015), we discuss with families what information is to be shared with the new setting.

Who to contact:

If you are concerned about your child, please contact the class teacher in the first instance.

If you'd like to feedback, including compliments and complaints about SEND provision please contact Rebecca Wilson (SENDSCO) or Suzanne Elliott (headteacher) via the School Office. We aim to respond to any complaints within 10 days.

If you'd like impartial advice from Oxfordshire's parent partnership service SENDIASS contact [SENDIASS Oxfordshire – Provide Support to people with SENs in Oxfordshire](#)

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it: [SEND: The Local Offer](#)

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