



# Launton CE Primary School

## SEND Information Report

### September 2026

## Information for parents about Special Educational Needs provision in our school (SEND).

This report is updated annually.

### About our school

Launton Primary School is a mainstream school which provides for children with a range of special educational needs including those with:

- Communication and interaction needs; this includes 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

### Who is responsible for SEN in the school?

Our Special Educational Needs Co-ordinator (SENCo) is Mrs Tonya Way.

Mrs Way can be contacted through the school office (01869) 253692 or [senco@launton.oxon.sch.uk](mailto:senco@launton.oxon.sch.uk)

There is a team of governors who monitor and have oversight of SEN.

Our SEND policy can be found here

[Launton School Policies](#)

Our Equality and accessibility plan can be found here.

[Launton School Policies](#)

## What is 'Special Educational Needs'?

A child or young person has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child or young person is considered to have a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age.

(Code of Practice 2015)

This school believes that high quality teaching that is appropriately differentiated for individual children is the first step in responding to possible special educational needs. Progress is also reviewed every term for all children using a variety of assessments and this data is analysed with members of the senior leadership team (SLT) to review individual pupil progress and shape teaching that plans for their next small steps. Identifying needs early is key. The insights of parents and children themselves is also a necessary part of the assessment and planning process.

## What happens if my child is not making the same progress as other children?

If the school has concerns that a child is finding certain aspects of learning hard, then 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 'SEND Indicators Tool to support identification of Special Educational Needs (SEN) Support.' The indicators tool sets out:

- How we identify if a child 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 Indicators Tool](#)

For pupils who need SEN provision, the school operates a graduated response to their needs. This acknowledges that some children will benefit from specific support from school or external agencies and as such will be categorised as requiring SEN support. They will be placed on the school's SEN register which is monitored centrally by the local authority.

## **How are decisions made about the amount and type of support my child will receive?**

Support is matched to the outcomes we are intending to achieve. This will vary depending on the child's needs but can include:

- Use of individual, pair and small group activities to teach specific skills
- Access to suitable individual or small group intervention programmes
- Models, images and multisensory resources to promote understanding
- Any adaptations needed to the physical environment to help with access to learning.

## **How will I be involved in discussions about and planning for my child's learning?**

Our school believes that good communication between parents/guardians and staff is essential so that parents can share their knowledge and expertise about their child. This is important in enabling children with special educational needs to achieve their potential.

- Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress.
- Wherever possible, parents are involved in any strategies instigated, and we aim to support parents with their child's difficulties if necessary.
- Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour.
- Parents are always welcome to visit the school to discuss any concerns about their child with the class teacher, at a mutually agreed time.
- There is opportunity for parents to discuss their child's needs, progress and strengths at Parents Interviews and Special Needs Review meetings
- Keeping in regular contact.

## **What expertise can we offer?**

- All the teaching staff take part in a programme of Continuing Professional Development to ensure that they are up to date with effective approaches for removing barriers to learning for the children within their classes.
- Some of our Teaching Assistants are trained to provide specific programmes to boost children's learning.
- All Teaching Assistants receive training to support the particular needs of the children with whom they work.
- Our SEN Governors attend annual training provided by Governor Services.

We are able to request advice and support from:

- Educational Physiologist employed by the partnership of schools in Bicester BLIP
- Special Educational Needs Support Service (SENS): Complex Needs Team/ Physical Disability Team/ Visual Impairment Team/ Hearing Impairment Team/ Communication and Interaction Service
- The Integrated Therapies Team (Physiotherapy, Occupational Therapy, Speech and Language Therapy)
- SEN ICT & Augmentative and Alternative Communication Team
- School health nurse
- Child and Adolescent Mental Health Services (CAMHS)
- Home School Link Worker
- Early Intervention Hub
- Children's Social Care

Information about these services and what they offer can be found on the Oxfordshire County Council SEND web pages:

[Oxfordshire SEND Local Offer](#)

We always discuss the involvement of specialist SEND services with parents first. We also work with other services and organisations that are involved with a family, with the family's permission.

### **What is an 'Education, Health and Care Plan'?**

A very small number of children have profound and complex needs and the Local Authority has assessed these and issued an Education Health and Care Plan.

The creation and delivery of these plans will be led by the local authority with schools developing and reviewing these plans with parents.

### **How do we know if SEND provision is effective?**

- The progress of all children in school is tracked, particularly through the information gathered during the assessment weeks that happen three times each year. Progress is then discussed as part of Pupil Progress Meetings held between staff, the Headteacher and the SENCo.
- All pupils on the SEN register will have an Individual Pupil Profile that clearly states strengths and needs and the relevant strategies and interventions needed to work towards achieving personal outcomes. These pupil profiles are reviewed and updated with parents and pupils three times a year. We consider whether the measures that have been put in place are making a difference and what we need to do next. We evaluate this progress against age-related expectations.
- Provision for children with SEND is part of the school's cycle of monitoring and is included in lesson observations, Learning Walks and observations of intervention groups.

- We look carefully at the impact of intervention programmes to determine how successful they have been and to help us to decide on the most effective way to organise them in the future.
- The SENCO meets regularly with the governors responsible for SEN.

### **How are children with SEND helped to access activities outside of the classroom?**

All children 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 when planning trips so that everyone is clear about what will happen and how the children will be supported.

There is information about activities and events for disabled children and those with SEND in Oxfordshire in the Family Information Directory:

#### [Family Information Service](#)

Oxfordshire's accessibility strategy can be read at:

#### [Oxfordshire accessibility strategy](#)

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

All children have the opportunity to share their views through the School Council representatives and Ms Terry meets the children with SEND individually at least termly. We listen to the views of children with SEND through the pupil comment section on the Pupil Profile that is filled in with the child or independently before a review meeting.

We take bullying very seriously. We help to prevent bullying of pupils with SEND by providing awareness and training to all school staff on the understanding of our anti-bullying policy, procedures and responsibilities. We regularly review school policies and ensure that all our pupils are protected from discrimination and bullying on the grounds of disability. As part of our whole school PSCHE program we have an anti-bullying week with themed activities and assemblies.

### **How do we prepare for children joining our school or leaving our school at the end of Year 6?**

For children with SEND, where possible, we have planned transition meetings with the previous playgroup, nursery or school to ensure that we are well prepared to meet the additional needs of the child starting at our school. Where possible, we plan transition visits with the child's new teacher to see the child in their current setting as well as the child visiting and spending time in our school. We begin to prepare young people for transition into Year 7 by holding early Pupil Profile review meetings to which we invite the secondary school SENCo, and we plan a careful transition programme with the secondary school to match the particular needs of the child to ensure that they are appropriately prepared, independent and confident for their transition into Year 7.

## Who should I contact?

If you have concerns about a child at our school, in the first instance it is always best to contact their class teacher. You can ring school on (01869) 253692 to make an appointment.

You can contact our school SENCO Mrs Way, by telephoning the school office on (01869) 253692 or emailing [senco@launton.oxon.sch.uk](mailto:senco@launton.oxon.sch.uk)

You can feedback, including compliments and complaints about SEND provision to Mrs Way. We aim to respond to any complaints within one week.

You can access our complaints policy here:

[Launton School policies](#)

If you'd like impartial advice from SENDIASS, which was formerly Oxfordshire's Parent Partnership Service 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:

[Family Information Service](#)

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

[Oxfordshire SEND 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.