



St. Nicholas C of E Primary School

East Challow, Wantage, Oxon, OX12 9RY



Annual SEND and Inclusion Report 2025-26

School:	St Nicholas C of E Primary School
SENCO:	Mrs Anna Merryweather
SEN Governor:	Mrs Lisa Speakman
SEN policy:	https://www.stnicholasceprimary.org/page/?title=SEND+Information&pid=17

SEND Profile 2025-26*			
No. on roll (R – Y6)	SEN Register (% of population)	SEN Support (K)	EHCP
101	27 (27%)	21	6
Breakdown by Primary Need (% of pupils on SEN register)			
Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Physical Development
43%	36%	18%	4%
pupils with SEND and additional statutory or contextual needs			
Some pupils with SEND may also be eligible for Pupil Premium funding or be identified as Children We Care For (CWCF) or Previously Cared For Children (CPCF), as defined by Oxfordshire County Council. Given the small cohort size, data is not published to protect confidentiality.			

**This data does not include our Nursery cohort.*

School Context

St Nicholas is a mainstream primary school, serving the local village community. We currently have 121 pupils on roll, including a Nursery class. We have a Pupil Admission Number (PAN) of 15, making us a smaller than average primary school. Once the children reach Year 1, they are taught in mixed age classes of 30 pupils.

Our SENDCo

Mrs Anna Merryweather is our Special Educational Needs and Disabilities Co-ordinator (SENDCo). She is a qualified teacher, holding the National Award for SEN Co-Ordination and a Post Graduate Certificate in Specific Learning Difficulties (SpLD) related to Literacy. Mrs Merryweather works as part of the Senior Leadership

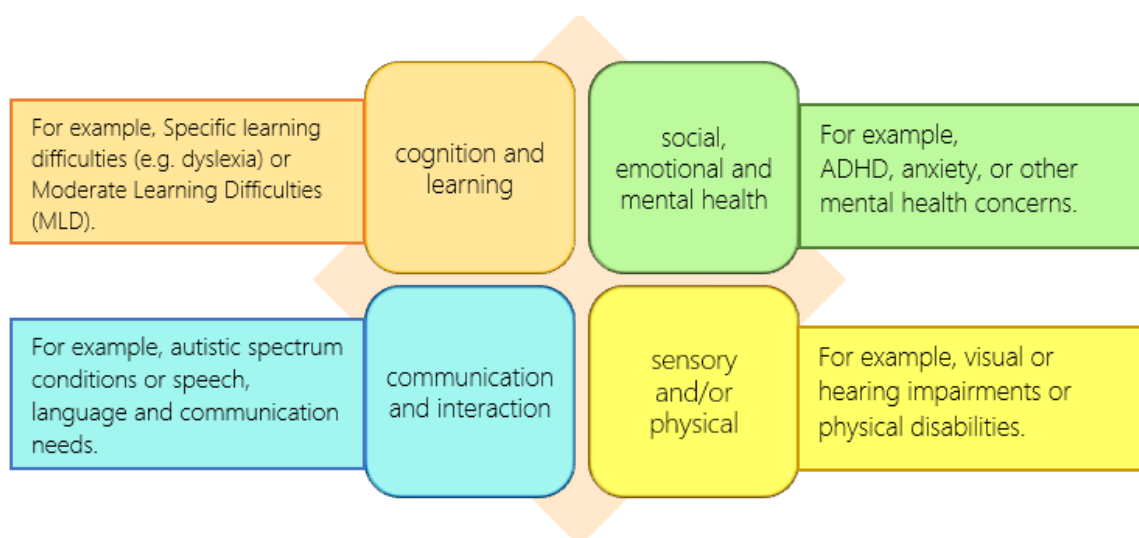
Team to oversee provision for pupils with SEND and can be contacted via the school office. Her working days are Wednesday and Thursday.

Mrs Pippa Mack is our HLTA for SEND and Inclusion and works to support Mrs Merryweather with SEND Administration and the delivery of targeted intervention.

What is meant by Special Educational Needs and Inclusion?

Children and young people with SEND all have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. These children and young people may need extra or different help from that given to others. (DfE, 2014).

At St Nic's, we support children with an array of varying needs. These might include:



We are an inclusive school with high expectations for all pupils. We believe that all teachers are teachers of SEND and that inclusion is secured through high-quality universal provision alongside tailored adjustments. We work deliberately to identify and remove barriers to learning so that every child can access high-quality teaching and achieve well from their individual starting points. Our inclusive culture is underpinned by strong relationships, consistent practice and a clear commitment to meeting the needs of every learner.

Admissions and Access

At St Nic's we welcome all children regardless of their needs. Information about our admissions policy and procedures are linked on the SEND page of our website.

We regularly review accessibility, ensuring that we utilise resources to support with differentiation to enable equitable learning opportunities for all pupils. Our accessibility plan is linked on the SEND page on our website.

Our Equality policy is linked on the SEND page on our website.

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

At St Nicholas, we follow a clear and cohesive approach to identification of need and implementation of support. We implement the Graduated Approach, following a cycle of 'Assess, Plan, Do, Review'.

When a teacher identifies that a child might have a need that is additional and/or different to that of their peers, this is raised with the SENDCo and discussed with parents.

There are four levels of support:



Quality First Teaching (universal provision)

We believe that high-quality universal provision is the most effective way of securing strong outcomes for pupils with SEND. Teaching at St Nicholas is underpinned by adaptive teaching approaches that emphasise clear instruction, high expectations and responsive scaffolding. Teachers design lessons to reduce cognitive load, build understanding step by step, and check learning frequently so that support and challenge can be adjusted in the moment.

This approach ensures that pupils with SEND are supported within whole-class teaching wherever possible and are able to access ambitious learning alongside their peers.

Individual Adjustments

We recognise that all children are individuals, and that some may require adjustments to access universal provision. We work hard at St Nicholas to get to know our children well in order to understand what helps them to learn. Many pupils benefit from small adjustments that help them to access their learning.

When thinking about how best to support the individual child within the classroom, we use Oxfordshire County Council's Ordinarily Available SEND Provision Guidance, available here: [Ordinarily available SEND provision](#)

Targeted Support

Sometimes, a child may require targeted support, in addition to high-quality universal provision, to make progress towards their agreed outcomes. At St Nicholas, targeted interventions are evidence-informed, time-limited and closely monitored to ensure they have a measurable impact.

Our targeted offer includes structured approaches such as Numberstacks, Precision Teaching and Little Wandle Keep Up and Catch Up, alongside targeted fine motor and handwriting support. Where pupils present with more complex or high levels of need, bespoke provision may be planned and reviewed as part of the graduated approach. Targeted support is carefully planned to complement, and not replace, access to Quality First Teaching.

Specialist Support

Where a child continues to experience barriers to learning despite high-quality universal provision and targeted support, it may be appropriate to seek advice or involvement from specialist services. This decision is made in partnership with parents and follows the graduated approach.

St Nicholas works with a range of specialist services available through Oxfordshire County Council's Local Offer, including education, health and social care professionals. Specialist input is used to further understand a child's needs and to inform adjustments to provision, teaching strategies and, where appropriate, longer-term planning.

Adapting the curriculum

We offer a broad and balanced curriculum that is accessible to all pupils, including those with SEND. Curriculum adaptation at St Nicholas is rooted in adaptive teaching, where lesson design, teaching strategies and classroom environments are planned with learners in mind. Adjustments to teaching and curriculum content are informed by individual needs and are implemented through the graduated approach.

Teachers adapt learning through flexible grouping, scaffolded tasks, modelling, use of visuals and assistive strategies, while maintaining high expectations and an ambitious curriculum for all. Teaching assistants are deployed to support access to learning and independence, adding value to teaching rather than replacing it, so that pupils with SEND are included in high-quality classroom learning alongside their peers.

Where necessary, a very small number of children with significant needs may require bespoke curriculum provision. This would be planned in conjunction with the SENDCo and the Local Authority.

What expertise can we offer?

Our SENDCo holds the National Award for SEND Co-Ordination and a Post Graduate Certificate in Specific Learning Difficulties (SpLD). Mrs Merryweather is also studying for a Post Graduate Diploma in Dyslexia.

Our Headteacher, Mrs Michelle Rooke, is also in the process of completing the National Professional Qualification for SEND.

All staff have basic awareness level training in a number of areas of SEND including: communication friendly classrooms, sensory needs, principles of inclusive teaching, communication and interaction needs, dyslexia friendly classrooms and target setting.

Teaching assistants are trained to support the particular needs of the children they work with. We have a trained ELSA, who provides targeted emotional support across the school.

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

- Speech and Language Therapists (SALT)
- Communication & Interaction Support Service (Oxfordshire SENSS)
- Educational Psychologist
- Child and Adolescent Mental Health Services (CAMHS)
- Safeguarding: Multi Agency Safeguarding Hub (MASH) ; Child & Family Assessment Team, LCSS (Early Help Team)
- Attendance Team
- School Nursing Team
- Health Visitors
- Early Years SEN Advisory Team (EYSENAT)
- Special School Outreach (SSO)

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

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.

How do we work with parents and children/young people?

We place high value on the input of the child and their parents in their learning journey and work hard to foster open communication that enables a positive working relationship for the benefit of the child. We continually strive to collaborate with parents and their child to ensure their voices are heard when implementing provision.

Parents are provided with timely and pertinent information regarding their child's SEND across an academic year, as summarised below:

- Three times a year, the child's pupil profile is shared with parents, and the opportunity for input into target review and setting is given. This is in addition to annual reports to parents.
- In addition, parents are encouraged to complete a 'Parent View' sheet at the start of each academic year, which captures their views and aspirations for their child, and sits alongside the 'Child View' document in the child's SEND file.
- Parents are encouraged to meet with the SENDCo at least once a year.

- The SENDCo is available to parents as frequently as is appropriate dependent on their child's needs.
- Parents are given the opportunity to complete an anonymous questionnaire regarding SEND provision once a year, using a google form.

The child's view is imperative in understanding what helps them to learn, and what they need to support their wellbeing. We work hard to develop and nurture positive relationships between children and staff to cultivate this culture within our school community.

Each term, children on the SEND register are given the opportunity to share their views on their school experience. We also conduct informal pupil interviews as part of our monitoring schedule, ensuring that the voice of pupils with SEND informs what we do next

How do we know if SEN provision is effective?

The progress of all pupils is tracked systematically across the school using FFT Aspire, alongside teacher assessment informed by the National Curriculum. This provides a clear picture of attainment, progress and patterns over time.

For pupils with SEND, progress is reviewed regularly against agreed outcomes through a robust Assess, Plan, Do, Review cycle. This includes consideration of both progress towards age-related expectations where appropriate, and progress from each pupil's individual starting point. Information from class assessment, work scrutiny and pupil voice contributes to this evaluation.

A small number of pupils whose learning is not best reflected by age-related expectations are assessed using the Norfolk Assessment Pathway. This ensures that progress is captured meaningfully and consistently for pupils working below year-group standards, and that next steps are clearly identified.

Where appropriate, standardised assessments are used on a case-by-case basis to provide additional information about a pupil's profile of strengths and needs, particularly in relation to cognition and learning. These assessments are not used diagnostically, but to inform teaching, provision and intervention planning. These assessments are carried out by the SENDCo.

The effectiveness of SEND provision is monitored through a combination of regular pupil progress meetings, review of individual provision, case sampling of pupils with SEND, and evaluation of the impact of targeted and bespoke support. Professional advice from external specialists is acted upon and reviewed over time to ensure it leads to meaningful adjustments and improved outcomes.

Governors monitor and evaluate SEND provision through regular reporting and the governors' annual SEND report, providing appropriate challenge and oversight.

Access to enrichment, trips and wider school experiences

All pupils at St Nicholas are entitled to access a wide range of enrichment opportunities that form part of the school's curriculum and wider offer, including educational visits, visitors, clubs and weekly Forest School sessions. These experiences are planned as an inclusive entitlement for all children, including those with SEND.

The school takes a proactive approach to inclusion by identifying and removing potential barriers to participation. Reasonable adjustments are made where necessary, in line with duties under the Equality Act 2010, and risk assessments are used to support safe and inclusive access rather than limit participation. Planning for visits and activities takes place in partnership with parents and, where appropriate, the child, so that expectations are clear and support can be put in place in advance.

Children whose needs affect communication, interaction or self-regulation benefit from enhanced preparation for activities that differ from usual routines. This may include the use of social stories, visual supports, pre-visits, adapted timetables or targeted adult support to build confidence and promote independence.

In-house clubs and enrichment opportunities are offered in a way that supports access for pupils with SEND, with adjustments made where required to ensure that all pupils are able to participate meaningfully and safely alongside their peers.

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

The wellbeing of pupils with SEND is supported through a proactive and relational approach, underpinned by strong knowledge of individual needs. Staff work closely with pupils and families to ensure that emotional, social and wellbeing needs are identified early and supported appropriately.

Pupils with SEND may be supported through a combination of approaches, including access to a trained Emotional Literacy Support Assistant (ELSA), the allocation of a trusted adult, and regular opportunities to share their views. Adjustments to routines, environments and expectations are made where necessary to support self-regulation and emotional wellbeing.

Wellbeing support is closely linked to the graduated approach and is reviewed regularly through pupil progress meetings, case discussions and ongoing communication with parents. Where additional support is needed, the school works in partnership with families and, where appropriate, external services to ensure a coordinated response.

Moving up and moving on

At St Nicholas, careful transition planning supports continuity of provision and promotes wellbeing for pupils with SEND. Transitions between year groups are planned with particular attention to individual needs and may include enhanced transition arrangements where appropriate. This ensures that information is shared effectively and that support is in place from the start of the new academic year.

Transition arrangements are proportionate and responsive, reflecting each pupil's profile, strengths and needs. All pupils are supported using a transition booklet, which helps them to become familiar with new staff, environment, routines and expectations. For some pupils, this universal support is supplemented by additional opportunities to prepare for change, such as extra visits, personalised support or targeted preparation, in close communication with families.

When pupils move to secondary school, the school ensures a thorough and timely handover of information so that a pupil's learning profile, strengths, needs and effective strategies are clearly understood by the receiving setting. Where required, enhanced transition support is planned in liaison with the secondary school to help ensure a positive and successful transition.

Who do I speak to about my child's SEND needs?

The child's class teacher is the first point of contact for any concerns relating to learning, progress or wellbeing. Teachers work closely with parents and will discuss any emerging concerns and, where appropriate, seek advice from the SENDCo to further understand a child's needs and plan next steps.

The SENDCo, Mrs Anna Merryweather, has oversight of SEND provision across the school and welcomes communication from parents regarding their child's needs or the school's SEND offer. She can be contacted via the school office.

For impartial advice and support, parents may contact Oxfordshire's SEND Information, Advice and Support Service (SENDIASS), which provides confidential guidance to families of children with SEND.

Further information about SEND, local services, support groups and opportunities for families is available through Oxfordshire's Local Offer and the Family Information Directory.