



NKS SEND Information Report 2024-25

At North Kidlington School, we pride ourselves on the provision we have developed for our children with Special Educational Needs and Disabilities (SEND). There is a rigorous and continuous process of identification and support in an environment where children of all abilities can feel nurtured and attain their best.

Our SEND Policy can be downloaded or read online via our school website <http://www.north-kidlington.oxon.sch.uk/school-policies>. If you are unable to access our website or would prefer a hard copy of the policy (or large print), please contact the school office.

Our Definition of Special Educational Needs

At North Kidlington School we believe that every pupil has individual and unique needs. However, some pupils require more support than others. For these pupils to achieve their full potential, we must recognise this and plan accordingly.

Curriculum Access and Inclusion

Our approach to access and inclusion is achieved through:

- An inclusive ethos.
- A broad-and-balanced curriculum for all pupils in all year groups.
- A system for early identification of barriers to learning and participation.
- A high expectation and suitable targets.
- Supportive and regular communication with the child's family.

We use the 2014 SEND Code of Practice and the Oxfordshire County Council SEND Guidance Handbook descriptors to identify and record information about the assessment and provision for each pupil.

The code recognises three broad levels of provision within the continuum:

1. Wave 1- Quality-first Teaching (These children are not recorded on the SEND register);
2. Wave 2 - Additional Programmes and support to accelerate learning.
3. Wave 3 - Additional highly personalised interventions. This is generally for children with one-to-one support, and/or with an Education, Health and Care Plan (EHCP).

For further details, please refer to the NKS SEND Policy.

2024-25 SEND Data

Number/percentage of children

Need	Total Number of Pupils		Percentage of the whole school		Wider Percentages (2024/25)
	2023/24	2024/25	2023/24	2024/25	
SEND Support	53	55	17.5	18.7	14.2
EHCP	7	13	2.3	4	5.3

SEND Category

Level of Need	Number of Pupils		Percentage on Register	
	2023/24	2024/25	2023/24	2024/25
Communication and interaction	35/60	34/55	58%	62%
Cognition and Learning	16/60	15/55	26%	27%
Social, Emotional and Mental Health	6/60	3/55	10%	5%
Sensory/Physical	3/60	2/55	5%	4%

Communication and Interaction challenges and the number of children with EHCPs have increased significantly along with the need for one-to-one SEN Teaching Assistants. Four children have needed bespoke provision often needed outside of the classroom. Our focus with these children is to engage them in learning and develop positive relationships with adults. Key adults have worked with specialist teachers from BI and EBSW and developed communication and interaction strategies based on 'May I Join You?'.

Procedures for Identifying Pupils with SEND and assessing their needs

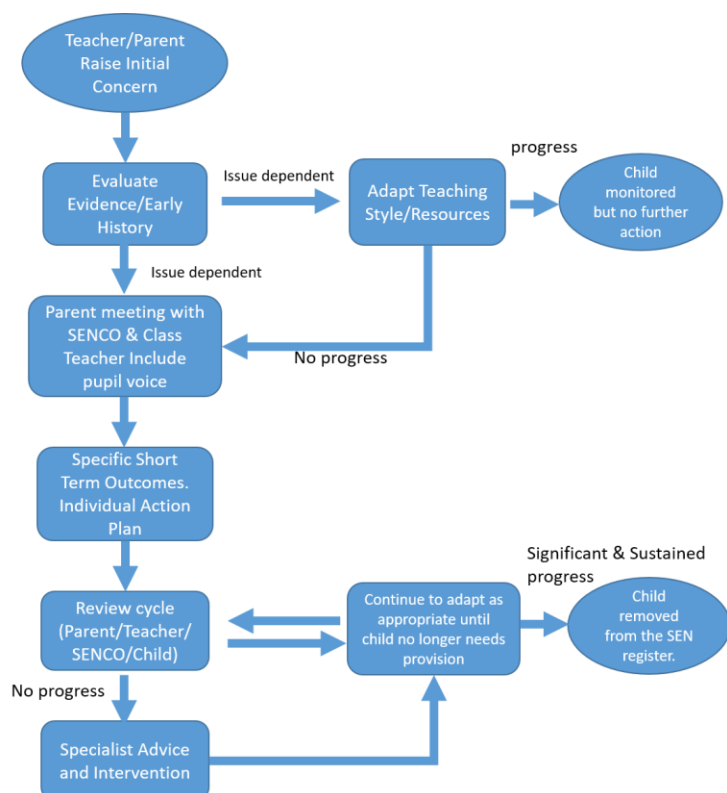


Figure 1: Flow chart detailing the steps for identifying, monitoring and improving the outcomes for SEND children



Arrangements for consulting parents of children with SEND and involving them in their child's education.

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/ren. This is important in enabling children with special educational needs to achieve their potential. Meetings were offered both in and out of normal school hours to ensure all our parents were able to attend. Parents have been able to discuss their child's needs, progress, successes and strengths at Parent/Teacher Consultations and structured Conversations with either the class teacher and/or the SENCo and Special Needs Review meetings.

Parents have been involved in the initial identification of their child's needs and have been invited to be part of the review process to monitor provision and progress. Wherever possible, parents have been involved in any strategies implemented and have been given advice or support on how to help them manage their child's difficulties to improve individual outcomes. Parents were consulted and permission was sought, before involving outside agencies in the assessment of a child's progress or behaviour.

Parents have also had full access to a copy of meeting notes and relevant documentation regarding their child.

Parents can provide feedback through the review meetings and they are invited to respond to their child's annual report in the Parental comment section.

Pupil Voice

Children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. At North Kidlington, where appropriate, we encourage pupils to participate in their learning by being present for at least part of the review meeting and to share their wishes and feelings. This is difficult for some children, so it is important to recognise success and achievement as part of the review process as well as addressing any difficulties. When the child does not attend a review, the child's views will often be sought by the SENCo or class teacher or in some cases, the parent in the days following the review.

Arrangements for Assessing and Reviewing Pupil Progress towards Outcomes

The success of the SEND provision has been evaluated through:

- Monitoring of classroom practice by SENCo, Head Teacher and the senior leadership team
- Analysis of pupil data – for both individual and cohorts
- Monitoring of procedures and practice by the SEND governor
- School self-evaluation
- Pupil progress meetings
- Monitoring the quality of Pupil Profiles and review meetings
- The School Improvement Plan (SIP)



Arrangements for Supporting Pupils Moving Between Phases of Education

The SENCo, Class Teachers, and Headteacher liaise over the transfer of pupils from other settings. Placements and staffing is considered carefully and transition plans set up in collaboration with parents and all other stakeholders.

The SENCo, Year 6 class teachers and secondary representatives also meet to discuss specific individual needs to help with the transition to Year 7. Internal transfers of pupils with SEND at the end of each year are also carefully planned by the SENCo, Class Teachers, Deputy and Head Teacher. Placements are always assessed to ensure they meet a child's particular needs. Where necessary, children had additional visits to their new class in school in preparation for September.

SEN information has been gathered and records transferred to the new teacher or school in as short a time as possible to reduce the chance of a delay in continued provision.

Approach to teaching pupils with SEND

Our approach to teaching SEND children, and how we adapt the curriculum and the learning environment of pupils with SEND, is detailed in our SEND Policy, which can be found on the school website.

Additional support for learning that was available for pupils with SEND

We have a wealth of resources and experience in supporting children with additional needs at NKS. This includes, but is not limited to:

- Highly experienced Staff
- Chromebooks
- Writing slope
- Ear defenders
- Visual aids
- Dyslexia dictionaries
- Social stories
- Phonics interventions
- Anxiety/high energy aids
- Weighted blankets
- Quiet areas
- Nurture groups
- Edumike (amplification device for child with hearing difficulties)
- Fidget resources
- Assistive technology

"Teachers skilfully adapt learning to support pupils with (SEND). This ensures that the curriculum focuses on the most important aspects of pupils' learning. Pupils with SEND make strong progress from their individual starting points" Ofsted 2024



Equal Opportunities for disabled children and parents

Every area of our school is accessible to children and parents with disabilities, and we have worked closely with the Physical Development and Occupational Therapy Team to adapt classrooms to meet the needs of a specific child. When we identify a child with a disability, or a child with a disability joins us, we actively seek specialist advice to ensure equal opportunity. For example, children whose writing is impeded by motor skill impairments are provided with a Chrome Book for any extended writing task.

For a detailed explanation of our provision for disabled students, parents, staff and visitors please refer to our Accessibility Policy, which can be found on the North Kidlington School website: <http://www.north-kidlington.oxon.sch.uk/school-policies>

Multi-Agency Links and Support

In 2024-25 we have accessed a range of external agencies:

- Educational Psychologist (termly visits + additional where required)
- Communication & Interaction Team
- Speech and Language Therapist and technical support workers
- CAMHS (Child & Adolescent Mental Health Service)
- Visual Impairment Service
- Deaf & Hearing Service
- Social Care (MASH/ AIS/ Early Help/Bicester Family Solutions)
- LCSS (Local Community Support Services) & Early Help team
- OCC Admissions Team
- Physiotherapy
- Community Paediatric Team
- Point 5 Behaviour Consultancy
- Downs & Complex Needs Service
- MIND
- ARCh Volunteer Reading Programme
- Physical Disability Team
- Assistive Technology Team
- Occupational Therapy
- Behaviour Inclusion Team
- Educational Behaviour Support Team

Staff Development

The school is committed to gaining further expertise in the area of Special Needs education.

2024-2025 training has included:

- SENCo and TA group meetings
- Dissemination of current relevant documents on SEND
- One-to-One Teaching Assistant training
- Targeted Speech & Language training
- Targeted TA & teacher training about individual children and delivery of their behaviour plan
- Feeding tube training



- Epilepsy training
- Hearing Impairment advice and strategies
- Targeted training on PDA

We look forward to your continued support and know that by working together we can improve the outcomes for ALL the children in our care.

Zoe Claxton

Head Teacher

September 2025

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