



SEND Information Report

Our Commitment to Inclusive Excellence

At Stoke Row School, we aim for our children to have the brightest futures—each one nurtured individually to be a guiding light with a unique sparkle. We teach one another to live with kindness and respect. We help our children understand that with courage and perseverance, they can excel.

This ethos is at the heart of our approach to supporting pupils with Special Educational Needs and Disabilities (SEND). We believe every child has a voice, a gift, and a future worth investing in. Through personalised support, we enable children to thrive - academically, emotionally, and socially.

Who We Support

We provide for pupils with a range of Special Educational Needs and Disabilities (SEND), including:

- **Communication and Interaction** – including speech and language difficulties or autism spectrum conditions
- **Cognition and Learning** – including learning difficulties and specific learning difficulties such as dyslexia, dyspraxia, and dyscalculia
- **Social, Emotional, and Mental Health** – including anxiety or attention-related difficulties
- **Sensory and/or Physical Needs** – including hearing, vision, or mobility impairments

Identification and Personalised Support

Following Oxfordshire's Local Offer guidance, we use a *graduated approach* to identify, assess, and support SEND:

- **Spotting needs early** – Teachers and the SENDCo observe pupils closely and use assessments to help identify any additional needs as early as possible.



- **Working together on support plans** – Families and pupils are involved in creating personalised plans that build on the child's strengths and outline clear strategies for support.
- **Adapting teaching and the learning environment** – Lessons, resources, and classrooms are adjusted to help every pupil access learning confidently.
- **Reviewing progress regularly** – Support is reviewed each term. We reflect on what's working, celebrate success, and make changes where needed.

Our planning is guided by the **assess-plan-do-review** cycle, ensuring support remains timely, tailored, and evidence-informed.

[Oxfordshire's SEND guidance](#)

Our SENDCo & Staff Expertise

Miss Deborah Richards (SENDCo)
01491 680720
office.3206@stoke-row.oxon.sch.uk

With over 20 years of teaching experience and specialist qualifications in dyslexia, dyscalculia, and ADHD, our SENDCo provides expert guidance across the school. She actively engages in EHCP needs assessments, family support meetings, and professional development.

All staff receive annual SEND training and are supported through internal coaching and external experts. Recent CPD has included developing effective pupil profiles and Individual Education Plans, as well strategies for supporting learners with autism and dyscalculia.

Curriculum Access and Tailored Interventions

We ensure all children access a broad and balanced curriculum, with personalised strategies where needed. These may include:

- **Literacy & Numeracy support:** Nesy, Bug Club, Colourful Semantics, Maths for Life, Number Stacks



- **Social & Emotional support:** Talktime, Talkabout, Forest School, Nurture Groups
- **Sensory regulation:** Sensory passports, sensory aids and access to a sensory area

We ensure that children working below age-related expectations still receive an ambitious curriculum tailored to their starting points, informed by *Pre-Key Stage Standards* or *Early Learning Goals* where appropriate.

Working in Partnership with Families

At Stoke Row, we believe families play a vital role in every child's success. When school and home work together, children feel supported, confident, and ready to learn.

We work in partnership with families by:

- **Communicating early and openly** – concerns are shared as soon as they arise, and staff listen carefully to families' insights.
- **Holding regular review meetings** – meetings are held each term to discuss the child's progress and targets, with the child's views included where appropriate.
- **Creating support plans together** – support plans are shaped collaboratively with families to reflect the child's needs and strengths.
- **Supporting transitions and change** – whether a child is joining the school, moving between classes, or experiencing a challenging time, staff offer practical support and reassurance.
- **Sharing helpful information** – where needed, families are signposted to services such as SENDIASS Oxfordshire and other local support networks.

We value the trusting relationships we build with families and are committed to working together in the best interests of every child.

The school has been incredibly supportive and really understands our children's individual needs. Their approach to SEND is thoughtful and individualised, with expert support for things like dyslexia, ADHD, and autism. Everyone works as a team using practical strategies to make sure support is consistent throughout the day. Since



starting, our children have made real progress—not just academically, but in their confidence and overall happiness. We have found it a really inclusive environment where, honestly; kindness is key to all they do.

Monitoring Progress and Evaluating Impact

At Stoke Row, we believe that every child's progress—no matter how small—should be recognised and celebrated. We track how children with SEND are doing carefully and thoughtfully, making sure support helps them grow in confidence, independence, and learning.

We do this by:

- **Reviewing targets regularly** with teachers, families, and children to see what's working and what needs changing.
- **Using different types of assessment**, like classwork, observation, and standardised tests. For those working below year-group expectations, we use *Pre-Key Stage Standards*. In Early Years, we use the Early Learning Goals.
- **Checking how well interventions are working** and changing them if they're not making a difference.
- **Listening to children and families**, so we understand how the child is feeling and how support is helping at home and school.
- **Looking at wider trends** to spot areas for development and share what's working well across the school.

This approach helps us keep support effective, focused, and responsive to each child's needs.

Access, Inclusion, and Enrichment

All children are included in trips, clubs, and enrichment activities. We make adaptations and carry out risk assessments to ensure equitable access, in accordance with the Equality Act 2010.

We also signpost families to wider SEND activities in the [Family Information Directory](#)



Supporting Transitions

To ease transitions into, through, and beyond the school, we offer:

- **Extra visits for new pupils** – Additional visits help children with SEND settle in, get to know staff, and feel comfortable before they start.
- **Information-sharing between settings** – We work closely with previous or next schools to share helpful information about each child's needs and strengths.
- **“New Beginnings” at Langtree** – Some children take part in this small-group transition programme to support a positive start at secondary school.
- **Flexible support for in-year transitions** – We adapt transition plans to suit individual pupils joining mid-year or facing changes.

Wellbeing, Belonging, and Safeguarding

We believe that children learn best when they feel safe, understood, and valued. At Stoke Row, we create a kind and inclusive environment where all children can grow in confidence and happiness.

For pupils with SEND, we offer extra support for emotional and social development, including:

- **Listening to pupils** – we encourage children to share how they feel and what helps them in school. Their views are included in their support plans.
- **Daily pastoral care** – trusted adults are available for check-ins, quiet spaces, and conversations when needed.
- **Targeted support** – we offer sessions like Talktime, Talkabout and Nurture Groups to help pupils manage emotions, build confidence, and form positive relationships.
- **Inclusive classrooms** – our school values kindness and respect. We help children to understand and celebrate differences.



- **Preventing bullying** – we take bullying seriously. All staff are trained to spot concerns and take quick action. We use restorative approaches to repair friendships and help children feel safe.

When children need more support, we work closely with families and outside professionals to put the right help in place.

Leadership and Continuous Improvement

SEND is woven into our school improvement priorities. The leadership team and governing body review SEND provision regularly, using feedback from pupils, staff, and families to inform action. We welcome dialogue with external partners to develop our approach.

Further Information & External Support

Contact Miss Richards (SENDCo) for any SEND-related queries:

01491 680720 | office.3206@stoke-row.oxon.sch.uk

[SENDIASS Oxfordshire](#) offers impartial advice to parents.

Our full **SEND Policy**, **Equality Policy**, **Accessibility Plan**, and **Complaints Procedure** are available on our website [Home | Stoke Row C.E. Primary School](#) or from the school office on request.