



# SEND Information Report 2025-26



# Thameside Primary School



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

### **Our school vision:**

At Thameside Primary School, our vision for children with Special, Educational Needs and/or Disabilities (SEND) is to ensure that they all receive a high-quality education that is ambitious regardless of their need and/or disability – to ensure that ‘every child, receives every chance, every day.’

### **SEND at our school:**

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 210 children (Reception to Year 6) and 24 children in Nursery. Currently we have 39% children 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 (SENCo) is Annette Polley  
She can be contacted on: [office@tps.cambrianlt.org](mailto:office@tps.cambrianlt.org) or 01235 527600  
Our governor with responsibility for SEND is: Sandra North

Our SEND policy can be found here:

[download.asp](#)

Our Equality Scheme and Accessibility Plan can be found here:

[download.asp](#)

<https://www.thamesideschool.co.uk/attachments/download.asp?file=538&type=pdf>



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

The school uses Oxfordshire County Council's guidance.

The guidance sets out:

- 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 read it:

[Oxfordshire SEND Framework EYFS](#)

[Oxfordshire SEND Framework Primary](#)

[Oxfordshire SEND Framework Secondary](#)

## **Working with parents and children/young people:**

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: by termly meetings, in line with parent evening meetings and meetings by appointment throughout the year either in person or on the telephone.

There are also opportunities for parents and children to contribute to our policies on SEND and Equality. We do this by: parent and pupil surveys and pupil parliament.

## **Adapting the curriculum:**

We offer a broad and balanced curriculum for all children and young people 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 [download.asp](#)

Throughout the year, we offer the following intervention programmes:

- Wellcomm (Nursery and Reception- Language based intervention)
- Drawing and Talking (Emotional support)
- Social Group- (ASC and Emotional support)
- Brick Therapy – (Small group intervention)
- Play therapy- The Oxfordshire Play Association
- 1.1 Play Therapy (SEMH intervention)
- Check in times/ Home school communications (Emotional support)



- Peer Mentors (Emotional support)
- Little Wandle Keep up Phonics interventions
- Keep up Reading Skills- Based on VAT Reading Key Principles
- Keep up and Pre- teaching Maths labels based on children's needs from the class assessments and targets (Maths support)
  - Keep up and Pre- teaching English (Reading and Writing) labels based on children's needs from the class assessments and targets (English support).
  - Speech and Language groups throughout the school

### **Expertise we can offer:**

Our SENCo holds the National SENCO Award qualification, and has specialist training in Therapeutic Mentoring.

Staff have basic awareness level training in Making Sense of Autism in schools, a variety of communication interventions and reading/ phonics training linked to the whole school programme from Little Wandle.

We have staff who have received enhanced training in Emotional Literacy, Maths Hub, Team Teach and further outreach support from specialist settings.

Teaching assistants are trained to support the particular needs of the children they work with. Our Governor responsible for SEND is Sandra North

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:

[Children with special needs | Oxfordshire County Council](#)

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/young people is tracked throughout the school through our pupil tracking systems. Data is analysed termly and any concerns are followed up with class teachers, the Senior Leadership Team and SENDCo.

In addition, for children/young people with SEND we regularly review progress towards agreed outcomes on their pupil profiles by assessing whether the support that's been in place has made a difference and what we need to do next.

The children who are working below their chronological year group and not accessing the whole class learning with scaffolding will be assessed using the Norfolk Assessment Pathway or the Oxfordshire Developmental Journal.

Children's progress in Maths, Reading and Writing is measured termly, using our school tracking system and the end of unit assessments e.g. White Rose Maths, which are matched to the individual's learning levels.

When we run special intervention programmes for groups of children, we assess how successful they have been and use that information to decide on how best to run them in the future. These are analysed in termly provision map reviews, to see if the additional support has impacted on their overall attainment.

Information about how the governing body evaluate 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:**

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.

There is information about activities and events for disabled children and those with SEND in Oxfordshire in the Family Information Directory: <http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's accessibility strategy can be read at: [Oxfordshire's 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, pupil suggestion box and the pupil survey.

We listen to the views of children/young people with SEN by pupil comments on pupil profiles.

We take bullying very seriously. We help to prevent bullying of children/young people with SEND through assemblies, through PSHE lessons, listening and following up children's and parents' concerns. The Anti- Bullying Policy can be found here: <https://www.thamesideschool.co.uk/attachments/download.asp?file=535&type=pdf>

### **Joining the school and moving on:**

We encourage all new children to visit the school before starting. For children/young people with SEND we offer extra visits, meetings with SENDCo and liaisons with previous schools or early years' settings.

When joining our school in the Early Years, staff and the SENDCo liaise with parents, previous settings and the EYSENIT to gather all the necessary information to make starting school or nursery successful. The appropriate staff complete a parent visit with families and offer taster sessions before the new term to welcome children and parents to our school.

Year 6 children transferring to local secondary schools have the chance to visit the school for a number of taster days. Representatives from secondary schools visit to talk with the children and teachers to gain information for a smooth transition. The SENDCo and Year 6 teachers liaise over the transfer procedure and where transfer is local; meetings are arranged between the appropriate staff.

At all times of transition SEND information is gathered together and records transferred to the new teacher or school. Additional meetings and visits are arranged for those children who may need them.

### **Who to contact:**

If you are concerned about your child please contact their class teacher to discuss your concerns.

After this initial discussion, if it is appropriate a meeting with the SENDCo can be arranged to discuss the matter further and put a plan in place.

If you'd like to feedback, including compliments and complaints about SEND provision please contact the head teacher. You may also contact the Governing Body. Government publications regarding parents' rights are available in school. We aim to respond to any complaints as soon as possible.

If you'd like impartial advice from Oxfordshire's SENDIASS 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:  
<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

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

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