Hanborough Manor
CE School

Special Educational Needs & Disability Report 2025-26

What is meant by "Special Educational Needs?"

A child or young person (CYP) 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 CYP is considered to have a learning difficulty or disability if they:

- Have 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 2014)

Aims:

Hanborough Manor CE Primary School is a fully inclusive school that is committed to providing the best possible education for all of its children regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs. At Hanborough Manor School we believe that high quality teaching that is appropriately differentiated for individual pupils is the first step in responding to possible special educational needs. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential.

This report is intended to provide information regarding the many ways in which we support all of our children, including those with a special educational need or a disability (SEND). As a school we constantly review and evaluate our practice to meet the changing requirements of individual children. This is known as the 'Assess, Plan, Do, Review' cycle. Progress for all pupils is reviewed every term using a variety of assessments and assessment data is analysed collaboratively by class teachers, the Headteacher and the Senior Leadership Team (SLT). Rates of progress are monitored and those pupils not making the expected levels of progress are identified. During termly pupil progress meetings appropriate strategies are discussed and subsequently implemented to support identified pupils to reach their expected outcomes.

What are the school's admission arrangements for pupils with SEN or disabilities?

Hanborough Manor Primary School welcomes all children regardless of any identified special need or disability. Pupils with additional needs may have extra visits before starting school and there will be close liaison with parents and/or previous educational settings to ensure that appropriate arrangements are in place to support a smooth and happy transition to Hanborough Manor. For further information on admissions please refer to the Admission Policy on our website www.hanboroughmanor.co.uk

What are our school's access facilities for pupils with SEND?

We have a wide range of adapted resources to support the differentiation of teaching and learning opportunities and activities and tasks. Our staff have high levels of expertise. They know where to find information and support regarding the inclusion of children with SEND.

Hanborough Manor School has wheelchair access and a disabled toilet in both buildings. Ramps have been built leading to each classroom. An Accessibility Plan is monitored by the Governors ensuring that all children have physical access to all areas of the school and are fully included in the curriculum. This plan is found on the school website.

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

If the school has concerns that a child is finding aspects of learning difficult or more challenging than we would expect, we will bring together all the information needed to get a more detailed picture of the child's needs. In addition, the school uses Oxfordshire County Council's 'Oxfordshire Guidance for Special Needs (SEN) Support' (September 2020), as a way of identifying any potential SEND and to determine what level of support could be expected in response. This is intended to help all schools have the same approach, wherever they are in Oxfordshire, and covers the four broad areas of SEND as articulated in the Special Educational Needs and Disability Code of Practice: 0 to 25 Years (January 2015):

- **Communication and interaction needs** (including Autistic Spectrum conditions)
- **Cognition and learning needs** (including specific learning difficulties such as Dyslexia)
- **Social, emotional and mental health needs** (including Attention Deficit Hyperactivity Disorder)
- **Sensory and/or physical needs** (including hearing or visual impairment)

The Oxfordshire Guidance helps to identify whether pupils need additional support within school and then highlights possible next steps or interventions which may support pupils to access and make progress with their learning. Through discussions between the class teacher, the Special Educational Needs Coordinator (SENCo) and parents it may be considered appropriate to register a child as requiring SEND Support. This means that a child may benefit from specific support within the school or from an external agency. They will be placed on the school's SEND register, which is a register that is monitored internally by the school and externally by the local authority.

Primary Needs at Hanborough Manor School:

As of July 2026, there were 49 pupils on the Special Educational Needs register accounting for 28% of the children on roll. 11 of the children with Special Educational Needs have an Education Health and Care Plan (EHCP).

Primary needs:

SEN Need	Number of children	Percentage of SEN pupils
Cognition and Learning	8	16.33%
Communication and Interaction	28	57.14%
Social, Emotional and Mental Health	11	22.45%
Physical Need	2	4.08%
Total	49	100%

Support for the children

When a child experiences difficulties in areas of their learning or their social, emotional, health and wellbeing they may benefit from being withdrawn from the class for a short period of time to engage with an intervention, or from the provision of specifically targeted teaching in class. At Hanborough Manor we offer a range of interventions which are tailored to meet the needs of individual children or small groups. Some interventions support children with literacy or numeracy difficulties, a delay in their speech, language or communication skills, a physical need, or a deficit in their behaviour for learning. Children's progress is carefully monitored and supported with the aim that they are enabled to make accelerated progress. A Provision Map is used to monitor interventions across the school. Each year the provision map is evaluated and analysed alongside the whole school attainment and progress data.

What support is available for a child with identified SEND?
This will vary depending on the child's needs, but could include:

- Use of individual, paired and small group activities to teach specific skills or reinforce classroom learning.
- Access to suitable individual or small group intervention programmes.
- Models, images and multisensory resources to promote understanding.
- Adaptive teaching.
- Use of laptop and/or means other than writing to aid with recording of ideas.
- Any adaptations needed to the physical environment to help with access to learning.

What specific interventions does this school offer?

To support Communication and Interaction:

- Spirals programme (language and social skills group)
- Language for Thinking (verbal reasoning)
- Individual social stories
- Colourful Semantics Programme
- Lego Therapy
- TalkBoost (language and social skills group)
- Talkabout Social Communication
- Language Steps
- Wellcomm
- Support for bespoke speech and language therapy programmes prescribed by our attached Speech and Language Therapist, Emma Catton.

To support Cognition and Learning:

English:

- Precision teaching
- Freshstart
- Phonics Play
- Write From the Start (Handwriting Programme)
- FFT Reading Programme
- Read Write Inc.
- Clicker 6 on laptops and Clicker 7 for specific SEND pupils
- Looking and Thinking
- Reading and Thinking
- Colourful Semantics
- Rapid Readers
- Reading Eggs

Mathematics:

- Precision Teaching.
- Sandwells Assessment: A gap analysis that can ensure that teaching is targeted to close the gap in skills or learning
- Booster Maths Classes
- Numicon: Breaking barriers and big ideas resource pack

Social, Emotional and Mental Health:

- ELSA
- Therapeutic Story Writing
- Individual behaviour plan or pastoral support plan
- Planning for transition times
- Class and/or individual visual timetables
- Social Stories/Social Skills sessions
- Lego Therapy
- Talking and Drawing
- Nurture Group
- The Incredible 5 point scale
- Zones of Regulation

Sensory and/or Physical:

- Building fully accessible via ramps and disabled doors (See Access Plan)
- Adaptation of resources or tasks as needed
- Start Write: Handwriting/Motor skills programme
- Use of Laptops
- Additional seats or cushions/appropriate seating plans
- Occupational Therapy Developing skills resource pack
- Ear defenders
- Sensory tools

What specialist expertise does the school have access to?

There are members of staff within the school who have specific expertise in SEND and who are trained to support children and deliver intervention programmes. Additionally, the school is able to draw on the services of a range of external professionals including:

- Inclusion Consultant: *This is a traded service and the school buys support where necessary.*
- Educational Psychologist: *This is a traded service and the school buys some support each year based on identified needs. This year the school bought six days of support.*
- Special Educational Needs Support Service (SENSS). *This includes the Physical Disability Team, Visual Impairment Team, Hearing Impairment Team, Communication and Interaction Team.*
- The Integrated Therapies Team. *This includes Physiotherapy, Occupational Therapy and Speech and Language Therapy.*
- SEN ICT. An Augmentative and Alternative Communication Team.
- School Health Nurse
- CAMHS *(Child and Adolescent Mental Health Services)*
- Locality Community Support Services *(early intervention team /social services)*
- Community Paediatric Services

Both the school and parents/carers can access a wider array of services by searching through the Local Authority's **Local Offer**. Please follow the web links at the end of this document to access information and support from the local authority.

If I have a concern regarding SEND, who do I go to?

In the first instance it is always best to discuss any concerns you have about your child with their class teacher. Class teachers are responsible for the learning of all children in their class including pupils with SEND. They are also responsible for the effective deployment of the teaching assistant/s who offer support to pupils in their classes. Teachers are skilled at adapting and differentiating the curriculum to take account of individual needs. Teachers can accommodate different learning styles and use them to ensure all learners are able to access the curriculum. Grouping arrangements are organised carefully to maximise learning opportunities for all.

It may be that the class teacher will consult with the SENDCo about a child or share concerns that have been raised by a parent, but of course parents are free to contact the SENDCo at any time to discuss their own concerns. Mrs Shannon Baker-Roberts is the Special Needs and Disabilities Coordinator (SENDCo) at Hanborough Manor. The SENDCo has responsibility for monitoring the whole school provision for SEND pupils, for supporting additional assessments and referrals where necessary and for ensuring that the appropriate support is provided for SEND pupils within the classroom. She is able to support Team around the Family meetings and where necessary, refer to, or liaise with external agencies.
Mrs Baker-Roberts can be contacted via email on: office.3147@hanborough-manor.oxon.sch.uk

How is a pupil with SEND monitored to ensure they are making progress?

All pupils who are on the SEND register will have bespoke outcomes and these are articulated on an individual Learning Plan. The Learning Plan lays out the strategies deployed by staff, or used by the child in class, as well as any additional support or intervention they access during the week. The outcome planning on a Learning Plan is reviewed and updated with parents and pupils three times a year along with a review of the progress pupils have made. Next steps in learning will be identified for each new term. The school also monitors the effectiveness of individual and small group interventions by observing practice and analysing attendance and progress data. The SENDCo keeps a record of all provision which pupils are accessing and the impact of that provision using Provision Map. This identifies all support given within school and is reviewed regularly, with changes made as necessary, to ensure that the needs of the children are met, and resources are deployed as effectively as possible. The effectiveness of intervention programmes is monitored by assessing the impact on children's learning. Intervention programmes are continually under review. The school will seek external support/advice for children continuing to experience significant difficulties; this may involve an application for an Education Health and Care needs assessment (see below).

How are parents and pupils involved?

Parents are informed when the school is making special needs provision for a child and are actively involved in decision making regarding all aspects of SEND provision. Parents of children with SEND meet with their child's class teacher three times a year to review progress against their starting points and to set new outcomes. The SENDCo also attends review meetings where a pupil's needs are complex and/or the level of support offered is likely to increase.

The views of pupils are important; children are asked for their views about their attainment and progress and their school experience before each SEND review. This is a good opportunity for them to share in the discussion about suitable outcome planning. We are constantly working to give all the children in our care as much involvement as possible in their learning. Teachers include the children's views in any discussion with parents as a matter of course, and in discussion with outside agencies when it is appropriate to do so.

All parents receive regular communication from their child's class teacher, both formally in the end of year report; at SEND reviews; and informally via email, phone calls or face-to-face meetings through the year.

What is an Education, Health and Care Plan (EHCP)?

An application for an Education Health and Care needs assessment can be made by school where a pupil's needs are complex and persistent and where the school's delegated budget is exceeded in meeting those needs. The creation and delivery of an EHCP will be led by the Local Authority, if it is agreed following an assessment that a plan is appropriate. Once published an Education Health and Care Plan describes in detail the child's additional needs, it sets out the nature of provision that the child requires and can expect from a school in meeting those needs. It contains outcome planning for the short term and for slightly further ahead and it describes the level at which any additional funding will be supplied by the Local Authority. An EHCP is reviewed annually by school, together with the child's parents and any external agencies supporting the child. The child's views will be sought prior to their Annual Review and/or they can be invited to attend the review themselves. Written reports from school and any external agencies, together with parent and pupil views, form the basis of the annual review and new outcomes may be written as a result of these discussions. All the relevant paperwork associated with the review is submitted to the Local Authority and they will decide whether or not the plan should be maintained for another year.

Governors' Involvement:

The school has a Special Needs Governor, Mr Nick Wood, who supports the SENDCo in implementing the SEND Policy. Governors are provided with the attainment and progress information of all pupils with a particular focus on those pupils with SEND. The SENDCo supplies governors with an overview of the current progress and attainment of all SEND pupils each term.

How are pupils with SEND helped to access activities outside of the classroom?

All pupils are included in activities and trips, following risk assessments where necessary, 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 during an activity or on a trip.

Access Arrangements for pupils with SEND:

The Class Teacher and/or the SENDCo may assess children if it is felt that they may qualify for additional time in their SATs. Some pupils access them in a smaller environment and support for reading in tests or writing for pupils may be requested. (As is appropriate and in compliance with test guidelines)

The school adheres to the current access arrangements for Key Stage 1 and 2 statutory tests.

Safeguarding:

Safeguarding is very effective at Hanborough Manor. Leaders and Managers have created a culture of vigilance where pupils' welfare is actively promoted. Leaders and staff work effectively with external partners to support pupils who are at risk of harm or who are known to be vulnerable.

Mrs Sarah Nickelson (Executive Headteacher) and Mr Ian Jackson (Head of School) are the nominated lead professionals responsible for ensuring that any Safeguarding issues that arise in school are appropriately addressed. All staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and all staff meeting agendas include an item to give staff the opportunity to raise any safeguarding concerns. Policies and procedures are in place within the school to deal effectively with any safeguarding issues. All staff, governors and regular volunteers receive Safeguarding training when they start at Hanborough Manor and then every three years.

All staff, governors and regular volunteers undergo enhanced checks by the government Disclosure and Barring Service (DBS). All Early Years staff and staff working with Foundation Stage children completed documentation in relation to the updated DfE Disqualification by Association guidance. (February 2015)

How do we manage smooth transition between years and between settings?

Early Years Transition

The Head of our Foundation Stage Unit and our SENDCo will attend transition meetings for pupils with SEN who are making the transition from pre-school/nursery to reception. The class teacher and the SENDCo will visit the child in their early years setting. Parents are invited to attend a pre-admission meeting.

Moving on from Year 6

There are three transitional days over the course of the year for Year 6 to attend their feeder secondary school (Bartholomew).

Additional visits to the secondary school may be arranged for identified pupils if necessary. Key staff from secondary school will visit children in Year 6.

At Hanborough Manor, we have a planned transition intervention which can be implemented with a group of pupils if necessary.

Moving Schools;

If your child is moving to another school we will:

- Contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- Make sure that all records about your child are passed on as soon as possible.
- Make a transition book/social story for them if we feel it will help and prepare a one-page profile for the new school.

If your child joins us from another school we will:

- Contact the school SENDCo to find out any special arrangements or support that needs to be made for your child.
- Meet with parents to discuss any concerns and plan any on-going support.

Moving Classes:

- A hand over meeting will take place between the present and the new teacher.
- Transition visits to new classes are planned in the second half of the summer term. Identified pupils have additional visits to the new class.
- Social stories and transition books for children who would benefit.
- Curriculum overviews are provided at the beginning of term which provides information about arrangements for such things as homework, the curriculum topics and reading expectations.
- It is an expectation that receiving teachers will familiarise themselves with a child's previous Learning Plan in support of their on-going outcome planning for the pupil.

Budget:

Government funding to school is based on three factors:

1) Core Education Funding the AWPU (Age Weighted Pupil Unit) – This is dependent on the total number of pupils in a school. Each pupil (both with and without SEND) is provided with a certain amount of funding to meet their educational needs.

2) Additional Support Funding (ASF)
On top of the core education funding, schools are given an additional amount of funding to meet the special educational provision for pupils with SEND. This funding comes from a particular funding stream called either the designated schools grant or schools' block. This funding forms part of a school's 'notional SEN budget'. Currently, the government suggests that a school should use their notional SEN budget to fund up to £6,000 worth of special educational provision for a pupil with SEND. This is an average figure, as not all pupils with SEN require special educational provision beyond the amount of £6,000. It should heavily depend on the individual needs of each pupil with SEN. Additional support funding is used for pupils requiring special educational provision, including, for example, the commissioning of external experts such as therapists to attend a school and provide support.

3) Top up Funding If a school requires funding that goes beyond the maximum £6,000 to provide a pupil's special educational provision, then depending on the assessed needs of the pupil concerned, the school will make an application to the LA for additional funding to support the needs of an individual child.

Attendance of SEN Pupils:

	School Attendance July 2026	School Attendance July 2025	School Attendance July 2024	School Attendance July 2023	School Attendance July 2022	School Attendance July 2021
All pupils	94.5%	93.7%	94.79%	93.94%	92.32%	97.05%
SEN	89.26%	88.01%	89.57%	81.89%	89.7%	93 %
Pupil Premium	91.05%	92.07%	93.41%	92.26%	89.62%	95.4%

Interventions/Training this Year:
We are continually reviewing and reflecting on how to best meet the needs of all learners at Hanborough Manor.

Training during 2025-2026, both external courses and in-house, have included

- Our Speech and Language Therapist will continue to give training to TAs on interventions to be used to support the development of language with children across the school.
- We have regular visits from our Communication and Interaction advisory teacher who provides training and support for teachers and TAs such as managing anxiety, developing children's memory and listening skills.
- EY Pathological Demand Avoidance (PDA) training for teachers
- Identifying and supporting young children with speech and language and communication needs
- ELSA supervision
- Comic Strip Conversation training
- De-escalation Training
- Total communication
- Attention for learning
- Zones of Regulation
- Anxiety in Primary School Children

- May I Join You Training
- Team Teach Training
- SENCo Circle with Educational Psychologist

Impact:
Strategies which have been put in place to support whole class teaching include help desks, task management boards, working walls, individual targets, responding to marking, visual timetables, now and next boards, Zones of Regulation check-ins, key word cards and use of individual laptops to help with recording of writing.

The school continually evaluates interventions through the provision map and children's individual trackers.

What if I have a complaint?
If you are concerned with your child's progress, or you have any concerns regarding your child's education, your first step should be to talk directly to your child's class teacher about your concerns. If your concern is not resolved by the teacher, you should then ask for a meeting with Shannon Baker-Roberts (SENDCo), Ian Jackson (Head of School) or Sarah Nickelson (Executive Headteacher) who will do their best to help resolve the issue. If this still does not resolve the issue, you may choose to make a formal complaint by putting it in writing addressed to the chair of governors. The school's Complaints Procedure is available on the school website and a hard copy can be obtained from the school office.

Where can I find further information on SEND?
Our SEND Policy, Leaflet for Parents, Accessibility Policy and Equality Policy can be downloaded or read online via our school website www.hanboroughmanor.co.uk
If you are unable to access our website or would prefer a hard copy of the Policy, please contact the school office.

Useful web links: Oxfordshire County Council's guidance "Identifying and Supporting Special Educational Needs in Oxfordshire Schools and Settings" may be found at:

https://www2.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreneducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf

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

https://www.oxfordshire.gov.uk/cms/taxonomy/term/278

For information about a range of specialist support services go to the Oxfordshire County Council SEN web pages at:

https://www.oxfordshire.gov.uk/cms/public-site/support-services-send

If you'd like to know more about opportunities for children and young people with SEN and their families, support groups or information about SEN these are listed in the Family Information Directory:

http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page

SENDIASS Oxfordshire offers informed and impartial support to parents/carers of children with SEN and/or disabilities, and children and young people with SEND. They can be contact by:
Telephone: 01865 810516
Text: 07786 524294
Email: sendiass@oxfordshire.gov.uk
https://schools.oxfordshire.gov.uk/cms/content/sendiass-oxfordshire-formerly-parent-partnership
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