



SEND Information Report

2025-26

Faringdon Community College



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:

Our vision is for our school to be a 'Beacon of Excellence', delivering high-quality, inclusive education and experiences in a nurturing and supportive environment. To achieve this, we make four key FCC promises:

- We will deliver high-quality, inclusive teaching.
- We will provide a nurturing environment.
- We will immerse students in a range of experiences (both inside and outside the classroom).
- We will empower staff through a framework that is supportive and developmental.



This year promises to be filled with exciting opportunities, new discoveries, and memorable experiences. We look forward to celebrating the achievements of our students, both big and small, and witnessing their growth into confident and compassionate individuals.

If you have any questions or would like to learn more about our school, please do not hesitate to contact us. We are always here to help and support you.

Lisa Barker
Headteacher



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:** this includes children who have experienced trauma or loss, including adverse childhood experiences (ACEs). Neurodevelopment conditions, such as ADHD and Autism. Emotional Regulation, resulting in negative behaviour and a failure to self-regulate.
- **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 1400 children with 21% of children on the SEND Register. Our primary area of need is Social and Emotional Mental Health (SEMH). 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 Mrs. Sarah Sumner
Our Assistant Headteacher for Inclusion is Mrs Charlotte Kitching

Our Inclusion Managers are
Mrs Emma Somerfield and Mrs Hannah Francis.
They can be contacted on senco@fcc.faringdonlearningtrust.org

Our Governor with responsibility for SEND is Mrs Jane Hulse
She can be contacted via office@fcc.cambrianlt.org

Our SEND policy can be found:
<https://www.fccoxon.co.uk/page/?title=Policies&pid=39>

Our Equality Scheme and Accessibility Plan can be found here:
<https://faringdon.ovw6.devwebsite.co.uk/attachments/download.asp?file=82&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 via SEND Review Meetings, *parent evening meetings and phone calls home etc.*

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.

<https://www.fccoxon.co.uk/Curriculum>

The curriculum can be tailored to meet the needs of an individual student with SEND. However, the expectation for the majority of our SEND students is to complete the same number of GCSE or equivalent GCSE courses as students with no identified educational need or disability.



Expertise we can offer:

Our SENCo holds an MA in Education (Distinction) and has specialist training in: Attachment Disorders, Early Identification of Mental Health, Behaviour Management, Autism, Inclusion and understanding Complex Learning Needs.

Teaching Assistants are trained to support the particular needs of the children they work with. Within the team we have:

- a part-time dyslexia specialist
- a qualified Emotional Literacy Support Assistant with ongoing supervision provided by Oxfordshire County Council Educational Psychology Service.
- a part-time School Counsellor
- All staff have a basic awareness level training in Special Needs, Physical Disabilities and Literacy

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:

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 students is tracked throughout the school through assessment point tracking and regular home/school communication. In addition, for students with SEND we follow the assess, plan, do, review process to review whether support has made a difference and what we need to do next.

When we run special intervention programmes for groups of students, we assess how successful they have been and use that information to decide on how best to run them in the future.

Information about how the governing body evaluate the success of the education that is provided for students with SEND is contained in the governors' annual SEND report.

In addition, for children/young people with SEND we regularly review progress towards agreed outcomes assessing whether the support that's been in place has made a difference and what we need to do next. We evaluate this progress against age related expectations.

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.

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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 students have the opportunity to share their views through their school council representatives.

We listen to the views of students with SEND who attend our morning, lunch and after school clubs and our SEND Student Council.

Where needed, SEND students are allocated a key worker who they can talk to should any issues arise.



The key worker helps to monitor the student's progress in school, as well as liaising with teaching staff and parents.

Joining the school and moving on:

We encourage all new children to visit the school before starting. We begin to prepare young people for transition into the next stage of their education or training as early as possible. For students with SEND, we have a programme of extended transition including visits by FCC staff to primary schools and additional visits for students to FCC.

For students requiring extra support with the transition from primary to secondary education, we run small-group interventions to address their difficulties.

Our Careers Advisor, Mrs Tina Belcher, offers additional support as needed for students transitioning to college or Sixth Form after GCSEs.

Who to contact:

If you are concerned about your child:

At Faringdon Community College, we welcome feedback from parents. If a parent or guardian is concerned about SEND provision for their child, initial contact should be made with the form tutor. A meeting can then be arranged, which may include the SEND and/or Pastoral Teams, to discuss the concern.

In the event of a formal complaint concerning SEND provision, parents/guardians are advised to contact the Head teacher and follow the Oxfordshire LA procedure in the first instance.

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.