



Marsh Baldon CE Primary School

The Green, Marsh Baldon

Oxford OX44 9LJ

Telephone (01865) 343249

office@marshbaldonschool.co.uk

www.marshbaldonschool.co.uk

'I came to bring you life, life in all its fullness' John 10:10

Autumn Term 1: Integrity

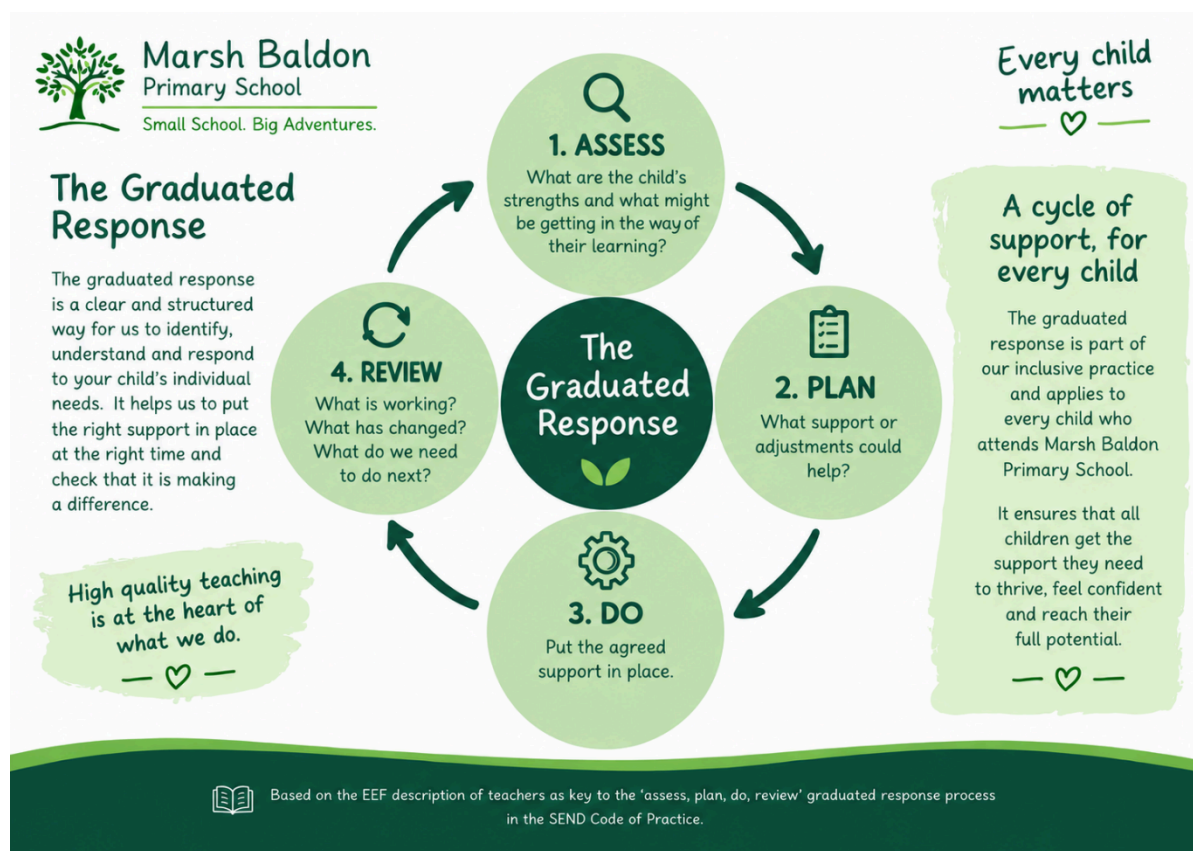
Friday 18th September 2026

Welcome to our SEND Newsletter

A very warm welcome to our **SEND newsletter for parents and carers at Marsh Baldon CE Primary School**. Each term, we will share how we support children with Special Educational Needs and Disabilities (SEND), explain approaches and provision used in school, and signpost useful information and support.

In this edition, we are focusing on the **Graduated Response**: the way we identify, understand and respond to children's individual needs. It helps us notice what a child needs, put appropriate support in place and review how well it is working.

What is the Graduated Response?



From assessment to the right support

We begin by understanding your child's strengths and needs. Teachers draw on everyday observations, assessments and their knowledge of your child. Where further information is helpful, they may also use the Oxfordshire County Council (OCC) SEND Indicators Tool or advice and assessments from specialist support services. The SEND Indicators Tool is strengths-based, helping schools identify what a child can already do and where further support may be needed.

Using this information, and working with parents and the child, we plan the most appropriate support. Depending on individual need, this may be Universal Provision through high-quality inclusive teaching, Targeted Provision providing additional focused support, or Specialist Provision involving specialist advice, assessment or intervention.

Support is then put into practice and reviewed to see what is working and what may need to change. This follows the **Assess → Plan → Do → Review** approach set out in the SEND Code of Practice and used within Oxfordshire's SEND Framework. The cycle can be repeated and refined as our understanding of a child's needs develops.

Universal Support **Everyday support for every child**

Universal support is the high-quality teaching and everyday provision available to all children at Marsh Baldon CE Primary School. Teachers make thoughtful adjustments so that children can understand their learning, participate confidently and become increasingly independent.

This might include:

- **Pre-teaching**
 - Introducing important words or ideas before a lesson so they are more familiar when the child meets them in class.
- **Clear teaching and modelling**
 - Teachers explain new learning clearly, show children how to do something and break tasks down into manageable steps.
- **Extra support to get started**
 - For example, pictures, word banks, writing frames, practical equipment, worked examples or checklists. This support is gradually reduced as children become more confident.
- **Extra practice and repetition**
 - Giving children opportunities to revisit learning so that new skills and knowledge become secure.
- **Flexible groups**
 - Children may sometimes work with different groups or adults depending on what will help them with a particular piece of learning.
- **Visuals and signing**
 - Using pictures, symbols, visual timetables, gestures or signs alongside spoken language to make communication clearer.
- **Sensory and movement breaks**
 - Some children benefit from a short, quiet break, while others may need an opportunity to move, stretch or change position before returning to their learning.
- **Emotional check-ins**
 - A quick check-in with a familiar adult can help a child share how they are feeling, talk through any worries and feel ready for the day or for learning.

- **Calm and predictable classrooms**
 - Clear routines, consistent expectations and calm adult responses help children know what to expect and feel safe and secure.
- **Positive relationships**
 - Knowing that there are trusted adults who listen, understand and notice their strengths will help children feel confident to participate, ask for help and make mistakes.
- **Adjustments when needed**
 - This might include changing where a child sits, providing a quieter place to work, allowing extra thinking time or adapting how instructions and activities are presented.

Children do not need a diagnosis to benefit from universal support. We respond to each child's needs and put appropriate support in place to help them feel included, take part and make progress.

Pupil Profiles **Keeping the child at the centre**

When a child is identified as needing SEN Support and is placed on our SEND Register, we create a Pupil Profile. This brings together their strengths, interests, areas of difficulty, helpful support and individual targets. It is developed with the child, their family and school staff so that the child's voice remains central to the support we provide.

Parents and carers are invited to three SEND review meetings each year. Together, we celebrate progress, review targets and what is working well, and agree to any changes or new targets so that support continues to meet the child's needs.

Targeted Support **A little extra help when it is needed**

Sometimes, despite the support already available in the classroom, a child may benefit from additional focused support. This is called **targeted support** and may involve extra teaching, practice or support, either **1:1** or in a **small group** for a period of time.

At Marsh Baldon CE Primary School, targeted support may include:

- **Numberstacks (Maths)**
 - Practical, structured maths support that helps children strengthen their understanding of number and build confidence with key mathematical skills.
- **Little Wandle Phonics keep-up and Catch-up**
 - Additional phonics teaching for children who would benefit from more practice to help them keep up with, or catch up with, their phonics learning and reading.
- **Zones of Regulation**
 - Activities that help children recognise and talk about their emotions and learn helpful ways to manage different feelings.
- **Friendship Formula**
 - Structured activities that help children develop the skills involved in making and maintaining friendships, such as listening, turn-taking, communication and dealing with disagreements.
- **LEGO Therapy**
 - Small-group activities where children work together using LEGO, helping them practise communication, teamwork, turn-taking, problem-solving and social skills.
- **Additional Forest School sessions**
 - Small-group outdoor sessions that can provide extra support for children with communication and interaction needs or social, emotional and mental health (SEMH) needs.

Through practical, nature-based activities, children have opportunities to build confidence, develop positive relationships, practise communication and teamwork, solve problems and learn ways to understand and manage their feelings.

Specialist Support **Additional expertise when it is needed**

Sometimes a child may need more individualised support or advice from a specialist professional or service. This may be because their needs are more complex, progress remains limited despite support already in place, or specialist advice would help us understand how best to support them.

Specialist support may include:

- **SENSS (Special Educational Needs Support Services)**
 - Specialist teachers and professionals who can provide advice, assessment and recommendations. SENSS includes teams supporting communication and interaction, hearing and vision impairment, multi-sensory impairment, physical disabilities, Down syndrome and complex needs, assistive technology, and behaviour and inclusion. The appropriate team may work with the child, family and school according to the child's individual needs.
- **Speech and Language Therapy**
 - Assessment and advice to support areas such as understanding and using language, speech, communication and social interaction.
- **Working together**
 - Parents and carers are an important part of this process. When specialist services are involved, we work with the child, family, school staff and professionals to build a shared understanding of the child's strengths and needs.

To complement our specialist support, we also run our own small Enhanced Pathway called **The Robin Room** - a calm, nurturing space for children who may need individualised, tailored support to help them thrive alongside their peers.



Specialist support does not automatically mean that a child needs a diagnosis, an Education, Health and Care Plan (EHCP), or a specialist school. Specialist professionals can also help us strengthen the support a child receives within their mainstream classroom and school.

As with all SEND support at Marsh Baldon CE Primary School, specialist recommendations are considered through the **Assess** → **Plan** → **Do** → **Review** cycle: we agree what support to put in place and review the difference it is making for the child.

Our aim is for every child to receive the right support for their individual needs, helping them feel included, understood and confident, and enabling them to make progress.