



SEND Information Report 2024-25

School Name: Mabel Prichard School

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Website: <https://mabelprichard.org/>

Head Teacher: Alison Martin

Local academy Board member responsible for SEND: Damian Haywood

Date completed: September 2025

The following report sets out information about our provision for children with SEND. The report should be read in conjunction with other documents that are shared via our website.

About our school

Mabel Prichard is a community special school for children and young people up to the age of 19 with complex special educational needs and disabilities. All of our students are individuals and we pride ourselves on taking a personalised approach. Students have Education, Health and Care Plans with a range of needs but primarily we work with students with Severe Learning Difficulties, Autistic Spectrum Disorder and profound and multiple learning difficulties. The school is situated in Oxford and accepts students from across the whole county. We have 117 students on roll, and are a specialised school, where students are respected, supported and encouraged.

We are a member of The Gallery Trust: a special multi-academy trust based in Oxfordshire. The Gallery Trust is dedicated to providing outstanding education and support for children and young people with SEND.

How we identify and support children with SEND

Admissions to Mabel Prichard Special School are managed by the Local Authority and all children must have an EHCP in order to be offered a place with us. Please see our admissions policy for further information.

Assessments for SEND are made as part of the EHCP process which happens prior to entry to Mabel Prichard School. As part of our admissions procedure we spend time talking to families and other professionals to gain an understanding of each child's needs and use this information to begin to plan our provision for them.

- Our admission procedure involves visits to school for parents/carers and pupils. Our inclusion team will make a home visit. We will speak with any previous settings and therapists. We work with each pupil on an individual basis to plan the best possible start for pupils.
- Once at the school, we take time to get to know each child as an individual and we adapt any initial plans if necessary.
- All our children have termly targets which are small steps towards their individual outcomes in their EHCPs. These targets are shared with parents and are reviewed termly.
- If we suspect that a child has an unidentified SEND in addition to their existing diagnoses, we will speak to their parents/carers before either completing inhouse assessments or arranging for other professionals' involvement. Joining the school and moving on
- We welcome prospective parents and carers to speak to us prior to beginning the admissions process with the Local Authority so that we can talk about their child's SEND and how we may be able to support them. We also encourage parents to view our website and to arrange a visit to Mabel Prichard School if possible.
- Transition arrangements are made once the child has a confirmed place at the school. We make individual arrangements with families to suit the needs of their child. For some children, this means a gradual move to the school over a specified timeframe.
- We are heavily involved in phase transfer and annual reviews take place so that the school and parents can work together to plan a smooth transition.

How we work with parents and carers

- At the beginning of each academic year we ask parents/carers to let us know their preferred mode of contact (either by phone or email). We aim to speak to our families regularly so that strong connections and relationships are built between parents/carers and staff. Each family has a named member of staff who is their key contact. This is generally the student's class teacher. However, in some cases it is useful for a family to have direct contact with a member of the Senior Leadership Team.

- Throughout the academic year, we hold at least two parents'/carers' evenings where we share with parents/carers their child's termly targets and progress. These evenings are important in building trusting and respectful relationships between the school and families.

- We also hold a formal Annual Review of each child's EHCP with parents/carers and other professionals. This meeting is chaired by a member of the school's leadership team.

- We encourage families to speak to us about any concerns they may have with their child's provision and support at the school at an early stage so that we can work together to put things right if necessary. We want to work with families to resolve any issues or concerns. If a family feels that a concern is not being resolved to their satisfaction, we encourage them to use our Complaints Policy which is available on the school's website.

Adapting the curriculum to meet the needs of our students

- We believe that all our students are entitled to a broad and balanced curriculum. We therefore strive to ensure that students are able to access all areas of learning at the school.

- As a special school we recognise that our students will require a curriculum that meets their needs, as such we have ten inclusive frameworks which are accessible and aspirational for all. There is a focus on communication, personal, social and emotional development, physical development and early reading and maths skills as well as life skills.

- Please see the 'Curriculum' section of the website for more information.

How our students are helped to access activities beyond the classroom

- We provide a rich community curriculum where our learners take part in many enriching activities offsite. We produce detailed risk assessments for any activities that take place outside or if we take students off the school site. These risk assessments give us the opportunity to proactively plan for any likely hazards or concerns which could impact on the safe running of the trip or activity.

- We ensure any activity outside the school has a suitable ratio of staff to students.

How we support the well-being of children at the school

The PSHCE curriculum encourages pupils to learn about their own well-being and safety. Emphasis is placed on the Social, Moral, Spiritual, Cultural and Physical development of the pupils. This links very closely to the work on communication skills to enable pupils to communicate their needs, wants and dislikes.

- We work very closely with our Specialist School Nurses and other healthcare professionals such as LDCAMHS, to address any concerns about a pupil's health and well-being. There is a regular MDT meeting with the regular therapists to share information and agree on action required that can be shared with teachers and families.
- We often lead the Team Around the Family [TAF] meetings and attend Social Care meetings.
- We work collaboratively with health, social care and other professionals when reviewing EHCPs.
- We work collaboratively with health professionals regarding some meetings and clinics being held on site to minimise time out of school for pupils and support close liaison.

The expertise we offer at the School

- All staff receive induction training followed by ongoing professional development which focuses on SEND and the needs of our children. This is monitored through the annual staff appraisal process.
- We use parent/carer and student voice to monitor the effectiveness of our provision. This can be via informal conversations, by our frequent parent/carer questionnaires or by feedback at student council meetings.
- In-house assessment procedures and progress data are monitored and analysed by SLT on a frequent and timetabled basis.
- We use our Annual Review process including scrutiny of termly targets and EHCP outcomes to review the effectiveness of our SEND provision.

Who to contact for further information? If you require further general information about the academy and our provision for SEND, please first look at our website on <https://mabelprichard.org/> or contact us on office@mabelprichard.org

For all other information about SEND please see Oxfordshire's Local Offer www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disabilitylocal-offer