OxPCF Oxfordshire Schools Special Educational Needs Family Survey Jan 2024

Word Cloud of School Comments

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Contents

Executive Summary

This report summarises feedback gathered from 1,866 parents and carers about their children's experiences in Oxfordshire schools, specifically focused on Special Educational Needs and Disabilities (SEND). The aim is to provide insights into how well schools are supporting children with SEND, what key stages present the most challenges, and how support systems can be improved. This report is intended to help parents, schools, and local authorities understand where improvements are needed and where schools are excelling. The report has been written by the Oxfordshire Parent Carers Forum (OXPCF) and independent consultant Martha Cox and aims to present the results of this survey in a way that gives useful insights that may help shape service improvements.

Headline Themes

Parents and carers experience as collected by the survey varies tremendously. Most responses in the open text boxes are on the extreme end. Parents report 'tremendous' and 'wonderful' support or that which is 'dreadful' and 'appalling'. There aren't many reported experiences in the middle of these extremes. Perhaps those with either really positive or negative things to say are more motivated to write about them in a survey.

Consistency

- There is a huge variation in experience from school to school and thus a complete lack of consistency across the geographical area. This seems to be true even within an individual school. People report wildly differing approaches and support for a child from one year to the next and within a staff team.

- It is striking that the transition phase between schools is a key time, when consistency of support either breaks down or is managed well. The longer-term impact of this on the child's experience in their new setting is huge.

Communication and relationships

- Communication from schools is key. When handled well this is positive—being listened to, regular meetings—but poor communication is negative, for example, parents not being informed about incidents at school or changes in arrangements. Repeatedly parents reported not being listened to or believed.

Timing

- Timings are crucial—of diagnosis, of issues being recognised by the school (the earlier the better) and when adaptations and / or a part-time timetable can be implemented.

Understanding and Training

- A number of school staff, from TAs, SENCOs, teachers and Heads are felt to have too simplistic and basic an understanding of SEN. Some schools struggle to recognise ADHD and autism in girls.

- Many parents feel that they have had to inform the school about their child's needs and push for recognition, rather than the other way around.

- Frequently parents report their children being treated as naughty rather than struggling. Use of internal isolation and exclusion is common.

Inclusivity

- The importance of inclusive school environments for SEN children, being included in all activities and the school being flexible and imaginative enough to make the appropriate adjustments to timetables, curriculum and resources cannot be underestimated

Background

Oxfordshire Parent Carers Forum (OxPCF) is an impartial, independent body led by a dedicated team of volunteers. The team are all parent carers of children and young people with special educational needs and disabilities (SEND).

Our mission is to be a well-informed, connected and empowered community of families of children and young people with SEND in Oxfordshire. To enable this, we gather the views and lived experiences of local families and provide opportunities for their voices to be heard.

We work in partnership and advocate for co-production with the Local Area Partnership (LAP), with the aim of involving parent carers and their lived experiences. As subject matter experts across a wide range of workstreams, we strive to ensure that parent carers' concerns are heard and addressed. Our role is to highlight where local services excel, advocate for needed changes or improvements, and work with the LAP to create meaningful opportunities for parent carers to be actively involved in co-production.

Process and Methodology

On 22 January 2024 OxPCF launched the online survey which ran for 5 weeks, closing on 26 February 2024.   The survey was conducted online using SurveyMonkey.

In total 1,866 people responded to the survey. Responses to the survey were anonymous and as such we did not collect any demographic information about respondents.

The survey was promoted to:

- All members of the OXPCF via the OxPCF communication channels, newsletters, Facebook groups, on our website and WhatsApp community group.

- All voluntary organisations across Oxfordshire known to Oxford Parent Carers Forum, to onward shared with their parent/carer communities.

- All schools, with OCC sharing details of the survey with via their weekly Schools News publication.

- In turn, this encouraged and enabled schools to publish details of the survey directly to parents via their own parent newsletters and communication mechanisms.

Key Findings

1. Differences in Experience Across Key Stages

Primary Stages (Key Stage 1 & 2):

- **Parent Carers:** Parents generally reported satisfactory support in early years, with many schools providing "Good" to "Average" support. Key areas of strength include teacher and SENDCo engagement. Many parents reported feeling listened to. However, there is room for improvement in understanding specific needs and consistency across all staff members.

- **Schools:** Schools have been rated well in providing inclusive environments at these stages, with most feedback about the general school culture being positive. Support tends to be greater the earlier the child is in the school system, for example there were more positive comments at Key Stage One. However, some schools have inconsistent support systems, which can lead to varied experiences.

- **Local Authorities:** The primary stages are generally functioning well but require increased training and consistency in SEND awareness to maintain high levels of support across all staff.

Secondary Stages (Key Stage 3 & 4):

- **Parent Carers:** Experiences in secondary school show a significant drop in satisfaction. Many parents cited inadequate mental health and emotional support, often rating these as "Very Poor" to "Low."

- **Schools:** The feedback suggests a major gap in resources and training for handling the emotional and social complexities of students in these key stages. Many schools struggle with staff understanding of SEND.

- **Local Authorities:** A stronger focus on improving SEND support, especially in mental health, is critical at this level. Resources and policies aimed at enhancing staff training and providing mental health support must be prioritised to ensure secondary students receive adequate care.

Sixth Form/College (Key Stage 5):

- **Parent Carers:** Support for students appears to improve significantly in Sixth Form/College, with ratings often described as "Good" or "Excellent." Parents were particularly satisfied with staff understanding and the inclusive culture.

- **Schools:** Sixth Form/College environments have successfully fostered inclusivity and provided strong teacher engagement, making them standout performers in the education system.

- **Local Authorities:** The successes observed at this stage should be leveraged as models for other key stages, particularly for staff engagement and mental health support.

2. Biggest Challenges Across Key Stages

- **Lowest Satisfaction:** Key Stage 4 (Years 10-11) consistently received the lowest satisfaction ratings with an average score of **1.00**. This reflects major concerns around inadequate support for SEND students, mental health issues, and staff responsiveness.

- **Highest Satisfaction:** Pre-School/Nursery stages scored the highest, with an average rating of **4.67**, reflecting better attention to early needs and sufficient resource allocation in early years settings.

Examples of Successes and Challenges

Key Successes:

Experiences vary widely across settings with many instances given of excellent support and understanding. Parents of children in special schools report higher satisfaction than in mainstream settings. When a school gets it right they offer support to the whole family and not just the child.

1. **Windmill School**: Successfully extended parents' evenings and SENDCo meetings to better address SEND concerns. Despite this, some variation in teacher support remains a challenge.

2. **East Oxford Primary**: The use of a specialised support unit greatly enhanced social inclusion and academic performance, particularly for SEND students.

3. **Europa School**: Demonstrated a strong understanding of ADHD in female students, fostering a supportive and inclusive learning environment.

Key Challenges:

1. **Culture causing distress**: A lack of leadership support, an over-reliance on detentions, and inadequate resources for SEND in some schools, resulted in distress for students with anxiety

2. **General Support Gaps**: Early identification of needs such as speech therapy and referrals to mental health services were initially praised but lacked sustained follow-up support, leading to long-term challenges.

3. **Inconsistencies in Staff Support**: Across several schools, the inconsistency in teacher support was a recurring issue, with some teachers providing excellent support while others fell short.

Feedback Analysis...

The analysis reveals common themes in both negative and positive feedback:

Positive Themes:

- **Teaching Support (205 mentions):** Teaching staff were praised for their proactive approach to engaging students and offering strong emotional and educational support. A number of parents reported excellent experiences - understanding and helpful TA's and SENDcos - and schools that went out of their way to adapt for the child and be inclusive.

- **Communication (143 mentions):** Effective communication between schools and parents was widely appreciated, particularly when consistent and transparent.

- **Understanding of SEND (66 mentions):** Positive feedback noted instances where school staff showed deep understanding of SEND, leading to better outcomes for students.

- **Diagnosis and Access to Resources (36 mentions):** Parents appreciated accurate and timely diagnoses, as well as improved access to support resources in some cases.

Negative Themes:

- **Teacher Support (60 mentions):** Inconsistencies in staff response and lack of understanding for SEND students.

- **Communication (37 mentions):** A disconnect between school staff and parents, as well as internal miscommunication within schools.

- **Understanding of Needs (25 mentions):** Parents expressed frustration over the failure of staff to understand their children's unique educational and emotional needs.

- **Anxiety and Mental Health (15 mentions):** Concerns about the inability of schools to address anxiety and provide effective mental health support.

- **Delayed Diagnosis and Resource Access (12 mentions):** Issues related to late or inaccurate diagnosis of SEND needs and difficulties in accessing required support.

Areas Needing Improvement:

1. **Mental Health Support:** Averaging **1.55**, this reflects a major area of concern that requires immediate action.

2. **Inclusivity and Culture:** Scored **1.99**, suggesting that many schools are struggling to create fully inclusive environments.

3. **Tackle inconsistency**: Schools should learn from and potentially adopt successful approaches seen in Sixth Form and College settings and in the examples given in this report, ensuring that the tailored support observed in later stages is extended throughout the entire educational experience and addressing the inconsistencies across the system.

It is worth noting that questions exploring **Curriculum Adaptation** lacked feedback or scores, indicating potentially limited parental visibility of this area.   A deeper dive into curriculum modifications for SEND students across settings would be recommended to better understand current practices and impacts.

Common Themes in Suggested Improvements

The most common suggestions from parents include:

1. **Resources and Support (262 mentions):** Parents strongly advocated for increased resources such as staff, funding, and individualised support for their children.

2. **Communication (193 mentions):** Calls for better engagement between schools and parents, with a focus on regular updates about their child's progress.

3. **Parental Involvement (159 mentions):** Many parents expressed the desire to be more involved in the decision-making process, including more regular feedback and consultations.

4. **Staff Training and Awareness (114 mentions):** Parents emphasised the need for staff to undergo better training, particularly on SEND needs and mental health management.

Conclusions

For Parent Carers:

The data reveals that support for students, particularly those with SEND, significantly declines during secondary education. Parents should continue to engage with schools, advocating for better communication, mental health support and individualised attention during Key Stage 3 and 4.

- **Support Throughout Key Stages:** The data highlights that while early-stage support (Pre-School and Key Stage 1) is relatively strong, there is a significant drop during the secondary years (Key Stage 3 & 4). It is essential that schools and local authorities ensure continuous, proactive support throughout a child's educational journey.

- **Accessible Resources and Support:** Parent carers should expect schools to provide clear communication and consistent support. Resources like **SENDIASS Oxfordshire** should be made available to assist families, ensuring they receive the guidance and assistance they need without having to seek it out themselves.

- **Parent carer groups in schools.** Set up regular feedback/get together sessions between parents and carers of children with SEN and disabilities based in special and mainstream schools. OCC and other visitors to attend the groups to increase dialogue, trust, and improve relationships. Mutual self-help function. Opportunity for awareness-raising, training etc. Consider using the example set by Warwickshire Parent Carer Voice.

For Schools:

The key findings emphasise the need for more comprehensive staff training, especially in handling SEND and mental health concerns. Schools must work toward improving inclusivity and consistency in support across all key stages. Successful models from Sixth Form/College should be replicated throughout earlier stages.

- **Strengthen Secondary Stage Support:** Secondary education (Key Stage 3 & 4) presents the greatest challenges for supporting SEND students. Schools must invest in staff training focused on emotional, behavioural, and mental health needs. Schools should ensure that the quality of SEND support remains consistent across all stages.

- **Improve Communication and Inclusivity:** Schools need to prioritise open, consistent communication with families. By fostering strong, inclusive environments and actively engaging families in decision-making processes, schools can ensure that students receive the support they need to succeed. Schools should provide training and resources for parents and children on neurodiversity and SEN behaviours in order to promote greater inclusivity.

- **Replicate Best Practices:** Schools should adopt successful approaches seen in Sixth Form and College settings, ensuring that the tailored support observed in later stages is extended throughout the entire educational experience.

For Local Authorities:

The feedback indicates the critical need for resource investment, particularly in secondary education. Local authorities should prioritise policies that foster staff training, SEND support, and mental health resources across all key stages, while also addressing the specific gaps in curriculum adaptation and inclusivity.

By addressing these key areas, schools and local authorities can ensure that every student, regardless of their needs, has access to an inclusive and supportive educational environment that fosters success from early years through to post-16 education.

This combined report offers a comprehensive overview of the strengths, challenges, and opportunities for improvement in student support across key educational stages. It serves as a valuable guide for driving systemic improvements in schools' approaches to inclusivity and SEND support.

- **Resource investment is essential:** Local authorities must ensure that schools are adequately equipped with resources to support students with SEND. This includes strengthening mental health services, providing behavioural support, and ensuring staff are trained to meet diverse needs.

- **Training for school staff:** Comprehensive training programmes should be provided to help school staff effectively support students with SEND, particularly in mainstream settings. This training should include SEN behaviours, emotional needs, neurodiversity, inclusion etc as well as their own SEND policies and national guidance. This will improve the overall experience for students and reduce inconsistencies in the support provided across different schools. Opportunities exist to include parent/carers in some training programmes, leading to greater consistency of approach between school and home. This also helps build stronger collaboration and relationships.

- **Promote curriculum adaptation and inclusivity:** Local authorities should ensure that all schools are equipped to adapt their curriculum to accommodate the needs of SEND students, while promoting inclusivity and creating environments where all children can thrive.

- **Mentors and good practice:** Local authorities should identify champions of good practice to mentor schools who struggle to offer inclusive support to children with SEN and disabilities.

- **Utilise the Oxfordshire SEND Ordinarily Available Toolkit:** Schools should make full use of the Oxfordshire SEND Ordinarily Available Toolkit, which provides guidance on the provision mainstream schools should have in place for children and young people with SEND. This resource is key to ensuring consistency, embedding inclusive practices, and strengthening support strategies across all educational settings.

- **Further research and analysis:** Local authorities should consider further research into:

    - the reasons for **exclusions/reduced timetables** across the different settings and key stages.

    - **what inclusions looks like** across different settings and key stages, identifying positive and weaker practices and experiences.

Key Takeaways

- Relationships are key.

- Early intervention is vital to prevent bigger issues later on. Relatively small changes made early on would make a big difference.

- Use of imaginative, and sometimes simple, solutions can have a huge impact.

- There should be pathways and protocols for young people to follow within the school

- Greater forward planning and support with transitions between education settings is needed

- The whole system could be focused on joy and motivation and on individual children's strengths and abilities to achieve things.

- Strong leadership is vital—when there is the ability to reflect and admit when things have not gone well, rising to the challenge

- The importance of being proactive, compassionate, and working with intent and passion

- The need for greater transparency, honesty and collaboration

- Training staff and parents together to ensure consistency

- The importance of support for parents and children and treating the family as a whole

- Parents recognise the funding pressures on schools.

- Experience is extremely individualised.

Next Steps

This report has highlighted key areas for improvement in SEND provision across Oxfordshire, drawing directly from the experiences of parent carers and their children. While some families receive excellent support, too many continue to face barriers in accessing the education and resources their children need. Addressing these issues requires a commitment from Oxfordshire County Council, schools, and the Local Area Partnership (LAP) to take meaningful action.

A more inclusive, transparent, and responsive education system for children and young people with SEND depends on clear, measurable actions from those responsible for delivering services. Based on the findings of this report, we call on Oxfordshire County Council, schools, and the LAP to:

- **Strengthen SEND support** in secondary education, where families report the greatest challenges and gaps in provision.

- **Ensure greater consistency** across schools, so that all children receive the right support at the right time, regardless of their setting.

- **Improve communication** between schools, parent carers, and local services, ensuring transparency, accountability, and meaningful involvement of parent carers in decisions affecting their children.
- **Invest in mental health services** and staff training, equipping educators to better support neurodivergent students and those with additional needs, while ensuring all staff have a solid understanding of SEND.

- **Reduce delays and barriers** to accessing support, ensuring timely identification of needs, assessments, and appropriate interventions.

Oxfordshire County Council Response

We invited Oxfordshire County Council to provide a formal response to the findings and recommendations in this report. Their response is included below:

Nationally, we face significant challenges with insufficient funding to ensure that learners with SEND are adequately supported in our schools. This can be deeply frustrating for parents, schools, and, most importantly, children. In Oxfordshire, we share a vision to ensure that all schools are ambitious for all learners, especially those with SEND.

This survey from January 2024 provides valuable feedback from parents and highlights several areas where the system needed improvement. In some areas, we have made significant progress, while others remain a challenge. Since this survey was completed, we have been working hard as a Local Area Partnership, implementing numerous financially sustainable initiatives to enhance early help, the EHCP process, and the quality of staff training in schools.

It is clear that key transition points in children's education must remain an area of intense focus to ensure that all SEND learners thrive at every stage. As a system, we must share the good practices identified through the survey and learn from areas of concern—listening to parents and working in partnership so that every child in every school receives the support they need and deserve.

Despite the very real challenges schools face, we remain fully committed to improving outcomes and opportunities for children with SEND. It is incredibly valuable to reflect on this parental feedback from a year ago, and we look forward to future surveys and acting on their findings.

Kate Reynolds
Deputy Director for Education
Oxfordshire County Council

Nathan Jones
School Representative: Strategic Assurance &
Improvement Board
Local Area Partnership

Sharing of the Report

To ensure these findings reach those with the ability to implement meaningful change, this report has been widely distributed through multiple channels, including:

- OxPCF's communication platforms, such as our website, newsletters, and social media.

- Oxfordshire County Council and relevant departments, ensuring decision-makers are aware of the issues raised.

- The Local Area Partnership (LAP), where it will be considered within their ongoing work on SEND improvements.

- Schools and education leaders, including headteachers, SENCOs, and governing bodies, to raise awareness of the challenges faced by families.

- Voluntary and community organisations, who provide support and advocacy for parent carers and children with SEND.

- Local and national policymakers, ensuring those influencing SEND policy are informed by real experiences from Oxfordshire families.

What happens now and Accountability Statement

While OxPCF is not responsible for implementing change, we remain committed to ensuring that the findings of this report lead to real action. To achieve this, we will:

- Engage with Oxfordshire County Council and the LAP, requesting clear commitments on how they will consider and address the issues raised.

- Continue to facilitate discussions with parent carers and advocate on their behalf, ensuring they have opportunities to provide ongoing feedback and to highlight emerging concerns.

- Monitor and report on any progress, sharing updates from local authorities and schools on steps taken to address these challenges.

- Continue to advocate for systemic improvements, ensuring that SEND provision remains a priority and that families' voices continue to be heard.

This report reflects the experiences of parent carers and their children and must lead to lasting change. OxPCF will continue to amplify the voices of families and press for action to ensure that children and young people with SEND receive the support they deserve.

Further updates will be shared through our newsletters, website, and community outreach. We encourage schools, policymakers, and education leaders to engage with these findings and take meaningful steps towards a stronger, more inclusive education system.

Appendix 1 – Survey Responses by question

About your child

Question One: What stage of education is your child currently at?

2% of respondents had children in nursery and pre-school. 56% of respondents had children in primary school (Reception, Key Stages 1 and 2). 35% of respondents had children in secondary school (Key Stages 3 and 4) and 7% of respondents had children in Key Stage (KS) 5.
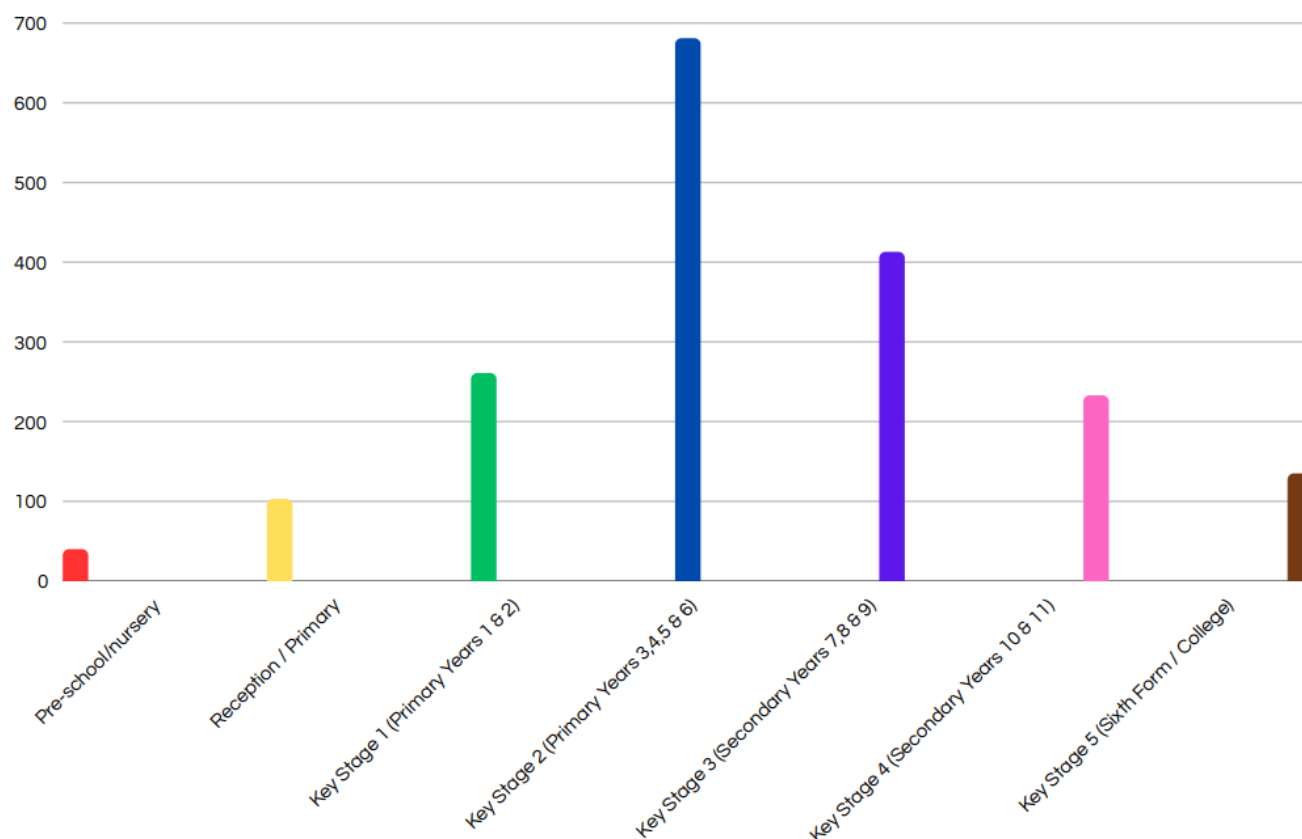

This question helped us determine the distribution of responses across different key stages. It allows us to see if experiences vary by key stage. We found that:

- Primary stages (Key Stage 1 & 2) generally reported satisfactory support, but some inconsistencies remain

- Secondary stages (Key Stage 3 & 4) showed the biggest challenges, with many parents reporting inadequate mental health and SEND support.

- Sixth Form (Key Stage 5) received positive feedback, with improved support and inclusivity

Question Two: At which stage of education was it apparent to you as a parent carer that your child was having difficulties at school?

There was a 99% response rate to this question.
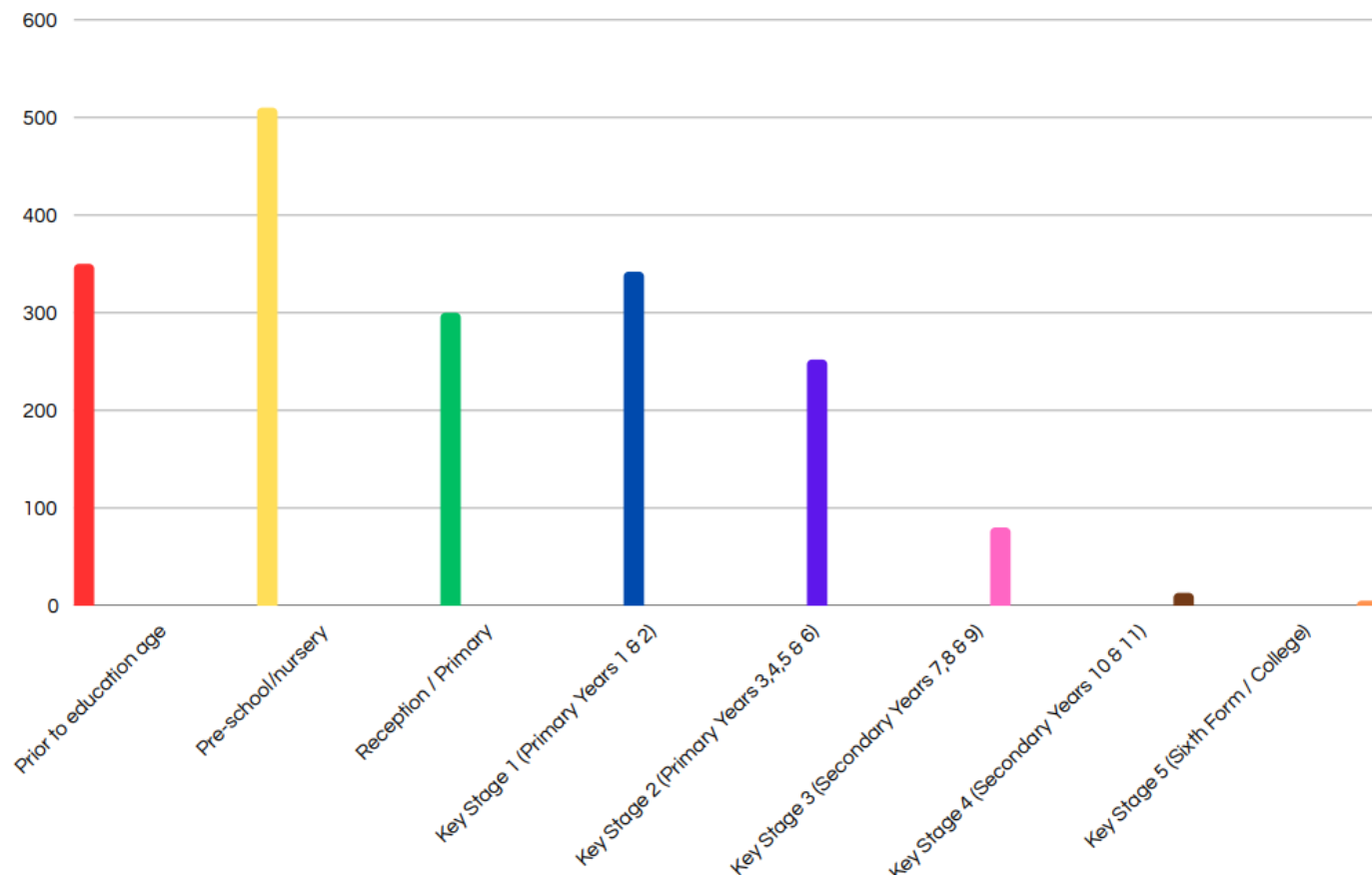
46% of parents identified that their child was having difficulties either prior to starting school or in pre-school. 48% of children were identified in primary school and 5% were recognised in secondary school. 1% were identified in Key Stage 5.

Parents often notice their child is struggling before schools formally recognise SEND. We explored correlations between when parents first noticed difficulties (Q2), when they recognised SEND (Q3) and when the school acknowledged SEND (Q4). There was often a delay in recognising these issues, particularly in the Primary and Secondary stages.

About identification of Special Educational Needs and / or Disability

Question Three: At which stage of education was it apparent to you as a parent carer that your child had recognisable Special Educational Needs and/or Disability?

There was a 99% response rate to this question.
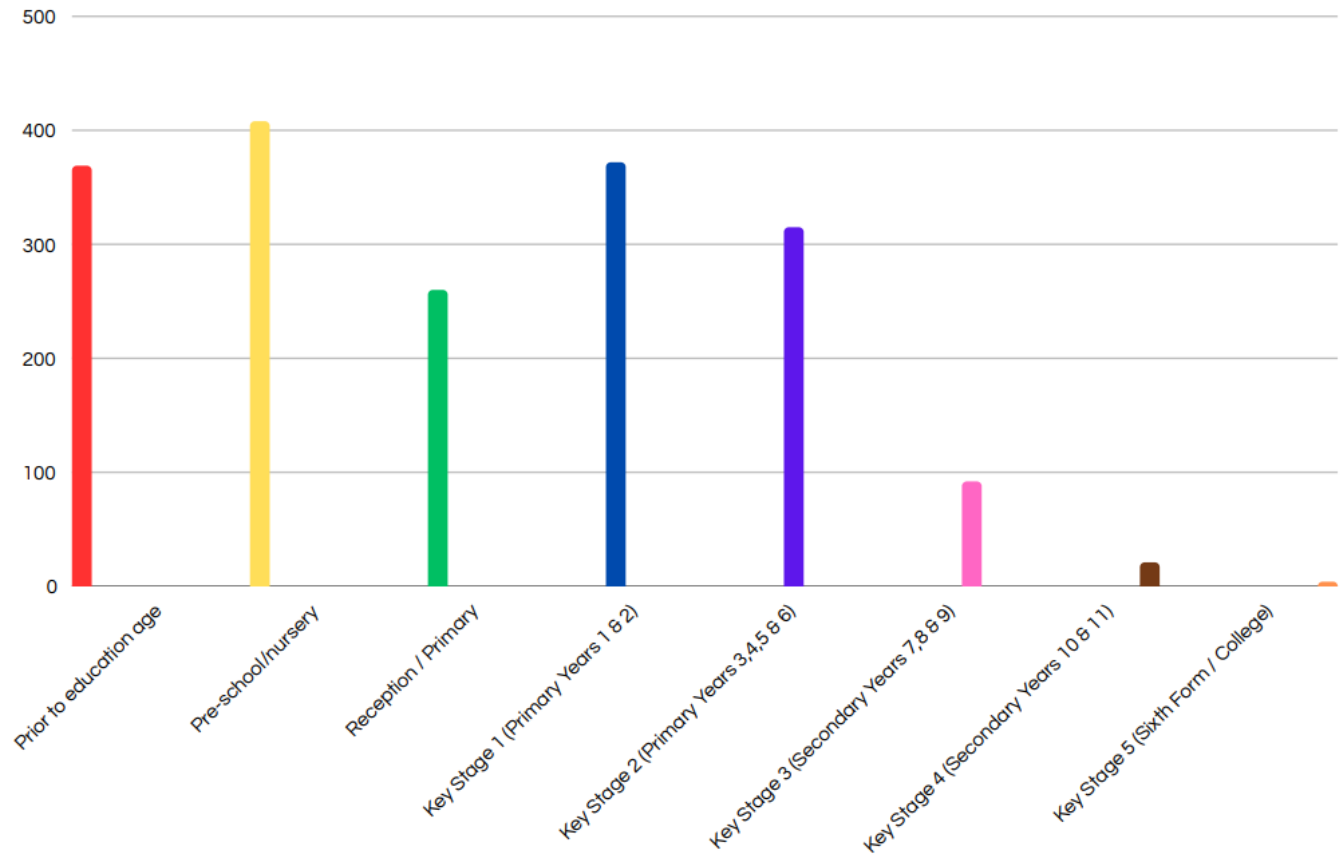
42% of parents recognised their child's special educational needs and/or disability prior to starting primary school. 51% recognised the need whilst their child was at primary school, 6% identified their child's needs at secondary school and 1% whilst they were at sixth form.

Question Four: At which stage of education do you feel that your child's school identified, acknowledged or recognised your child's Special Educational Needs and / or disability?

There was a 98% response rate to this question.
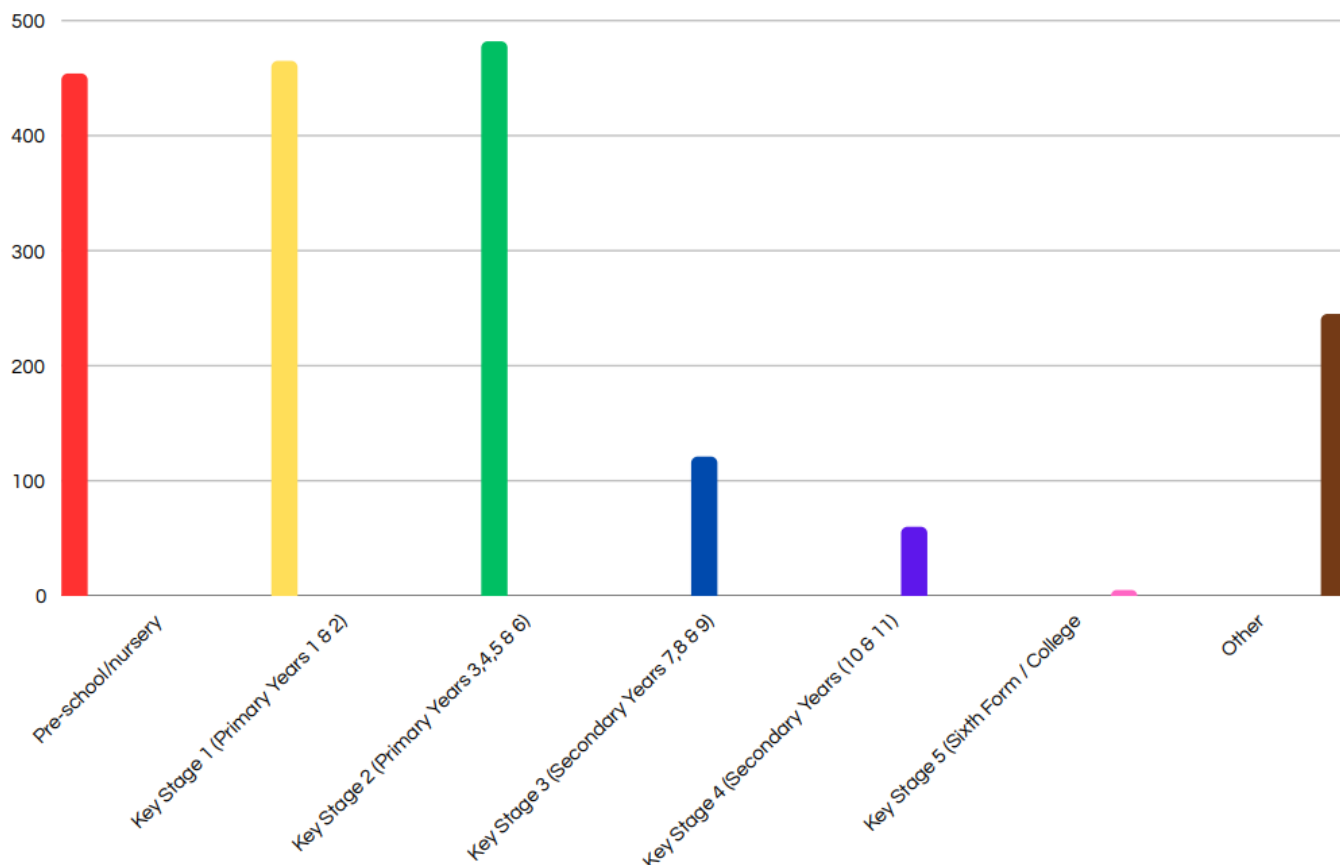
26% of parents felt that schools identified need in Key Stage 2. This is compared to the 42% of parents who identified their child's needs prior to starting primary school (see Question 3).

Comments: 13% of respondents answered 'other' to this question. The vast majority of those commenting said that the school had not identified, acknowledged or recognised their child's SEN or disability at all. A number said they had to tell the school themselves, others mentioned that it was only recognised after an assessment and diagnosis.

"Still fighting for it - they acknowledge what they please."

A number said that despite the school recognising their child's needs they are still not providing appropriate support.
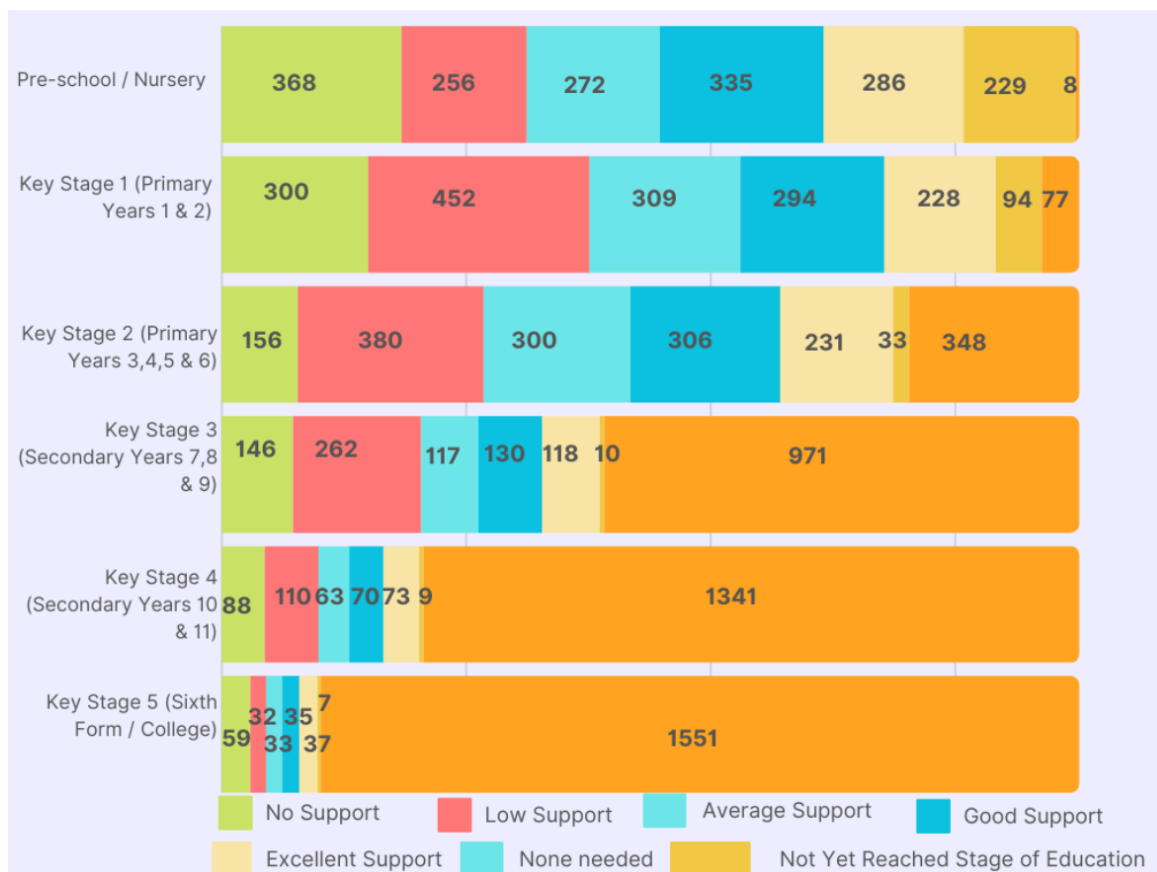
"I am still waiting for them to show they really understand my child's disabilities."

"My child is treated like a naughty child, not a child with disabilities. It disgusts me."

Support in school

Question Five: How well supported do you feel your child has been at each stage of their education?

There was a 94% response rate to this question.

35% of those answering this question said that their child received good or excellent support at nursery or pre-school. 43% said that their child had received no or low support at Key Stage One. 30% said their child had received good or excellent support at Key Stage Two. At Key Stage Three 23% of parents and carers said their child had received no or low support and 14% said their child had received good or excellent support. At Key Stage Four and Five 16% of parents and carers said their child received no or low support.

Comments: The response from different settings varies tremendously with some parents and carers reporting excellent support and others none at all. There appear to be big variations from setting to setting, and from year to year even within the same educational setting, and from staff member to staff member. For example, one respondent highlighted a TA who was very supportive and helpful but the teacher and Head were not at all. Another example was that of a child who was well supported in nursery but who got no support in their mainstream school. Despite this there was a good deal of parental awareness of the limited time, capacity and resources within schools, with the blame usually given to the Local Authority for this.

"Good support means people have tried their best within obvious constraints. The system itself is only adequate at best."

Parents and carers talk about schools sometimes refusing to recognise issues and provide support, even after diagnosis or an EHCP. Words like 'battle' and 'having to push' are used frequently.

"Support was provided when EHCP was awarded. Always has to be fought for. Not easy to maintain level of support that is required. Constant battle due to underfunding."

A lack of awareness of SEN issues within schools points to a perceived training gap within the education system.

"Too many people who don't see her daily have an opinion on her needs and aren't listening to me as a parent."

Parental and carer concerns are shrugged off. Parents often don't feel listened to.

"Disregarded, ignored and laughed at."

A number of children are at home because they can't manage school with inadequate or inappropriate support.

"I was always told that other children are worse—to engage and support would come—it never did."

Some feel that support is only available if your child is disruptive; quiet children get no support.
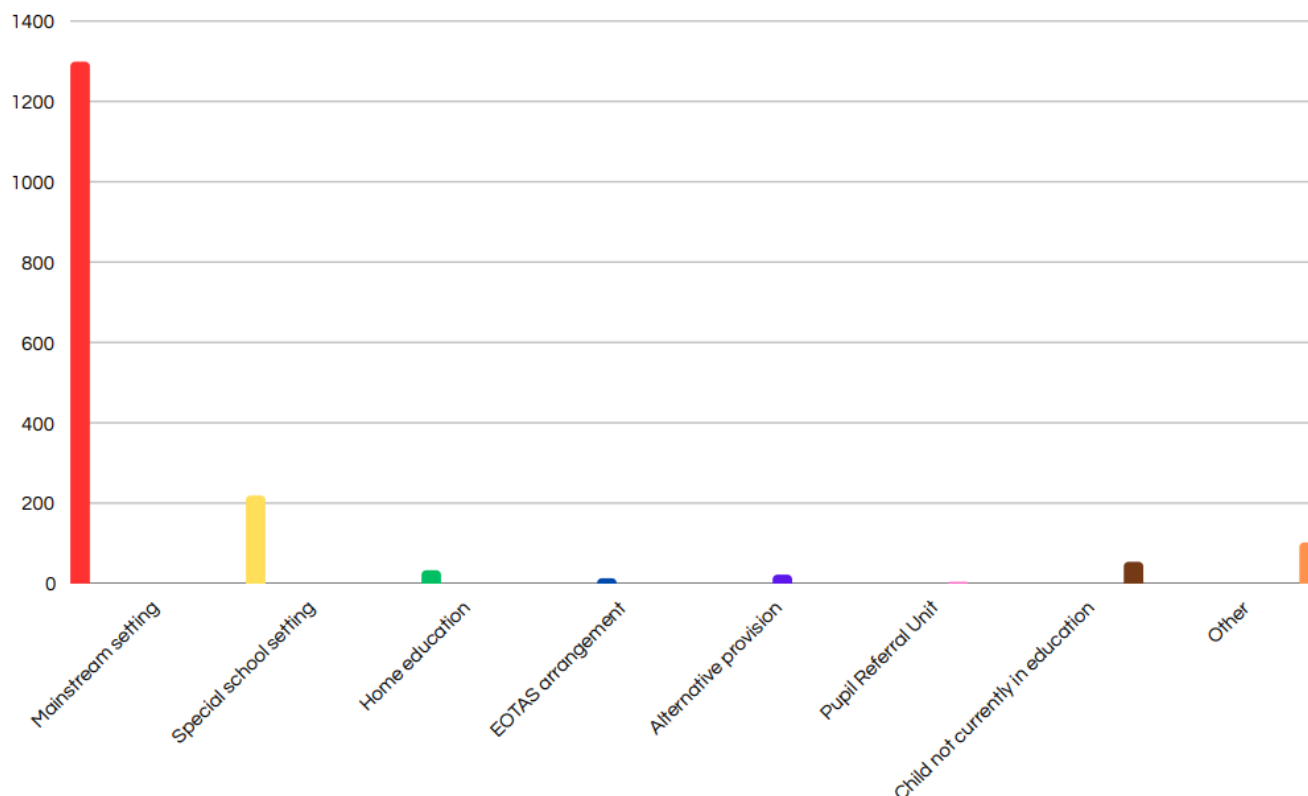
"The education he gets is detrimental to his chances of success and pulls him back and diminishes his sense of self-worth and efficacy."

"Schools do not care or help. They make my child feel like a failure."

Current provision

Question Six: Where/how is your child educated currently?

There was a 94% response rate to this question.

74% of children attend mainstream settings,12.5% are in special school provision, 2% are home educated, 1% have EOTAS arrangements,1% are in Alternative Provision, 0.5% attend a Pupil Referral Unit and 3% are not in education. Of the 6% of responses choosing 'other' this included:

Resource bases; residential college; moderate learning difficulty setting; independent school; private tutor; apprenticeship; hospital school; internship and college.

Understanding where children are currently educated helped us correlate support levels with the type of setting.

- Children in special schools report higher satisfaction compared to mainstream schools

- Mainstream schools often struggle with resources and consistent SEND support

Question Seven: Has your child ever been excluded from school or subject to a part-time or reduced timetable?

There was a 93% response rate to this question.

Overall, across all settings most people said that their child had not been excluded from school or subject to a part-time or reduced timetable. Exclusion rates were highest during Key Stages 1, 2 and 3 (lower in Key Stages 4 and 5). These exclusions were more common in mainstream settings compared to special schools.

Part-time or reduced timetable

Key: data display as %
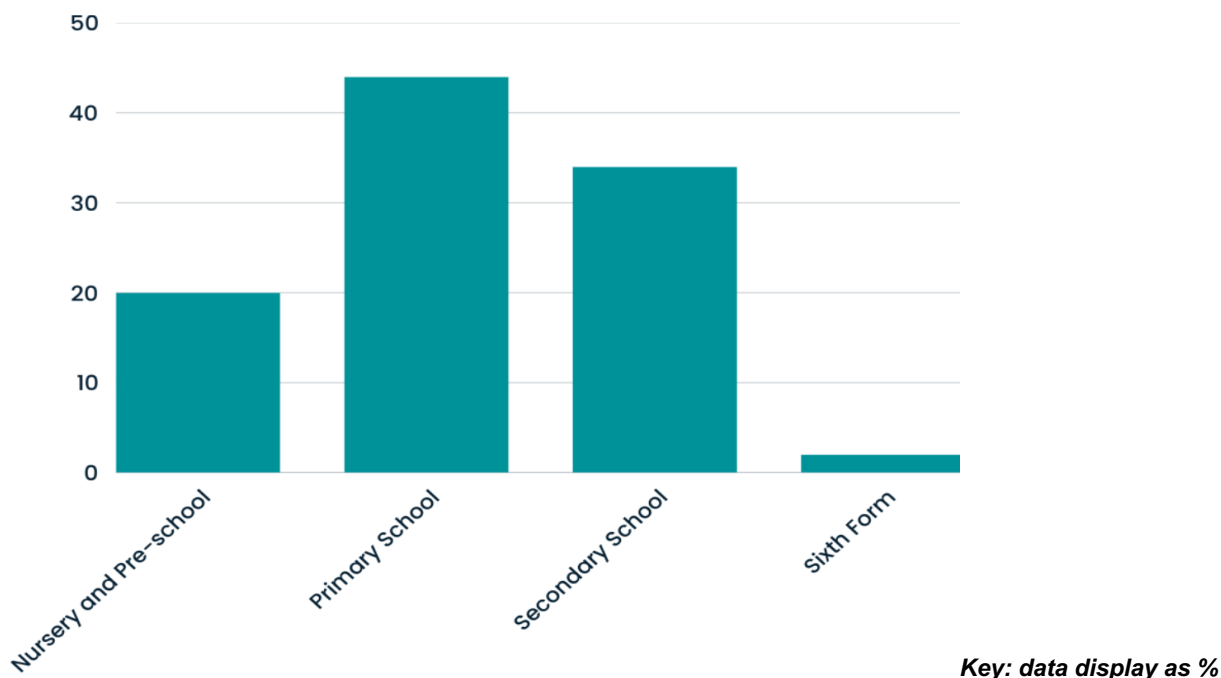
679 children were reported to have been subject to a part-time or reduced timetable. 20% of those occurred at nursery / pre-school, 44% at primary school (KS1&2), 34% at secondary school (KS 3&4) and only 2% at sixth form (KS5). By Key Stage 5 83% of parents said their child had not yet reached that stage of education - which probably explains the drop-off in figures.

Comments:

Sometimes children are offered a reduced timetable at the parents request and sometimes this is at the school's insistence. A reduced timetable can be very successful for the integration of the child within the school and their mental health.

The reduced timetable works for some as a way of helping the child cope with school to ease them back into full-time education. For others a part-time timetable was implemented too late and the child was unable to attend school at all. What appears crucial is at what stage the part-time timetable is implemented.

For others, a reduced timetable has been imposed by the school because they can't cope or haven't got the resources to support the child.

Children not on an official part-time timetable are frequently told not to come in (due to lack of staff), not to come in for visitors or celebrations, or parents are frequently asked to pick their children up early.
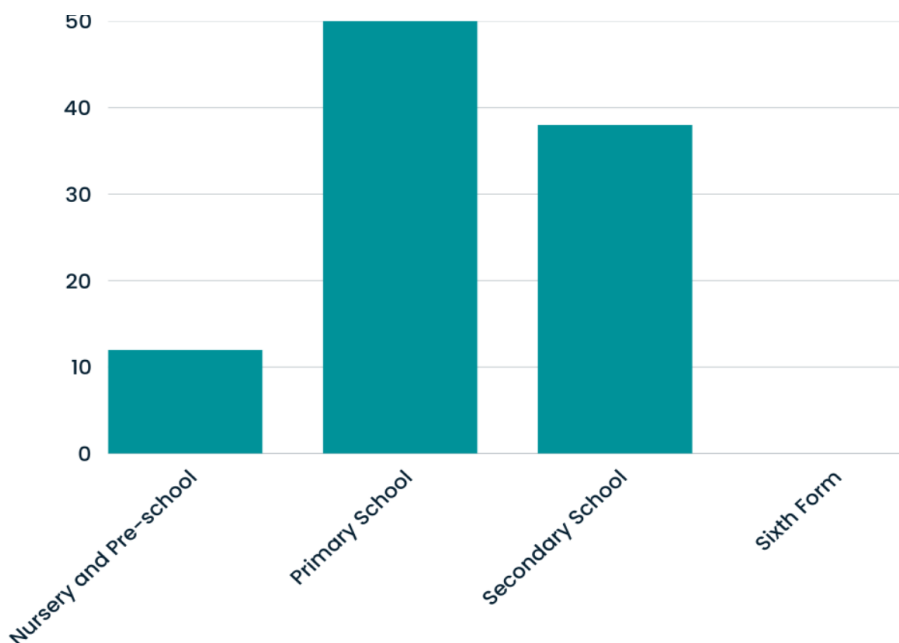
Internal Exclusions

332 cases of internal exclusions were reported. 12% of these happened at nursery / pre-school, 50% at primary school and 38% at secondary school. Only one child was reported as internally excluded at sixth form.
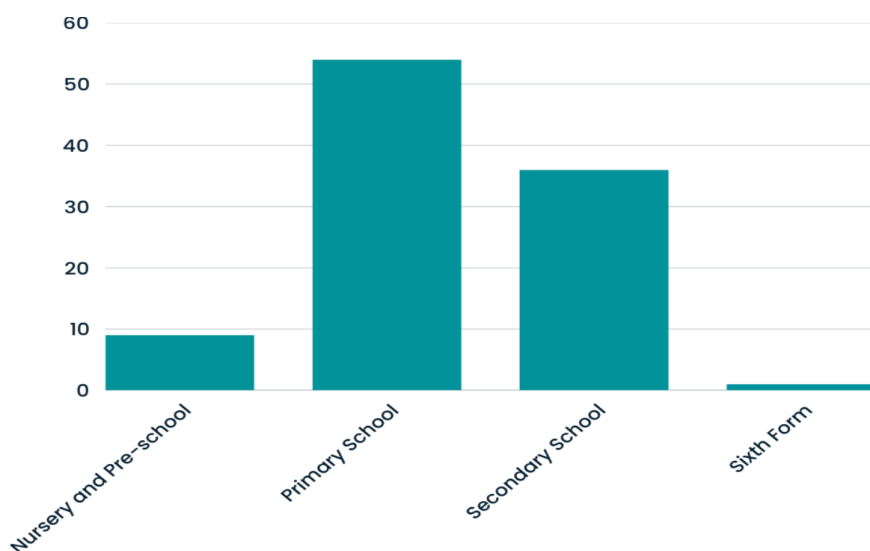
Comments:

Many parents call internal exclusion 'isolation' and this sometimes happens without parent's knowledge or consent.

Fixed term and permanent exclusion

Key: data display as %

367 cases of fixed term and permanent exclusions were reported. 9% of these happen to children at nursery and pre-school, 54% at primary school and 36% at secondary school. Only 1% of exclusions happened to a child at sixth form.

Comments

Parents also report exclusions from extra-curricular activities and school trips because in the parents eyes the school can't cope.

Question Eight: Is your child still attending the school where their SEND and/or disability was first identified?

There was a 92% response rate to this question.

Almost exactly equal numbers of parents answered yes and no to this question.
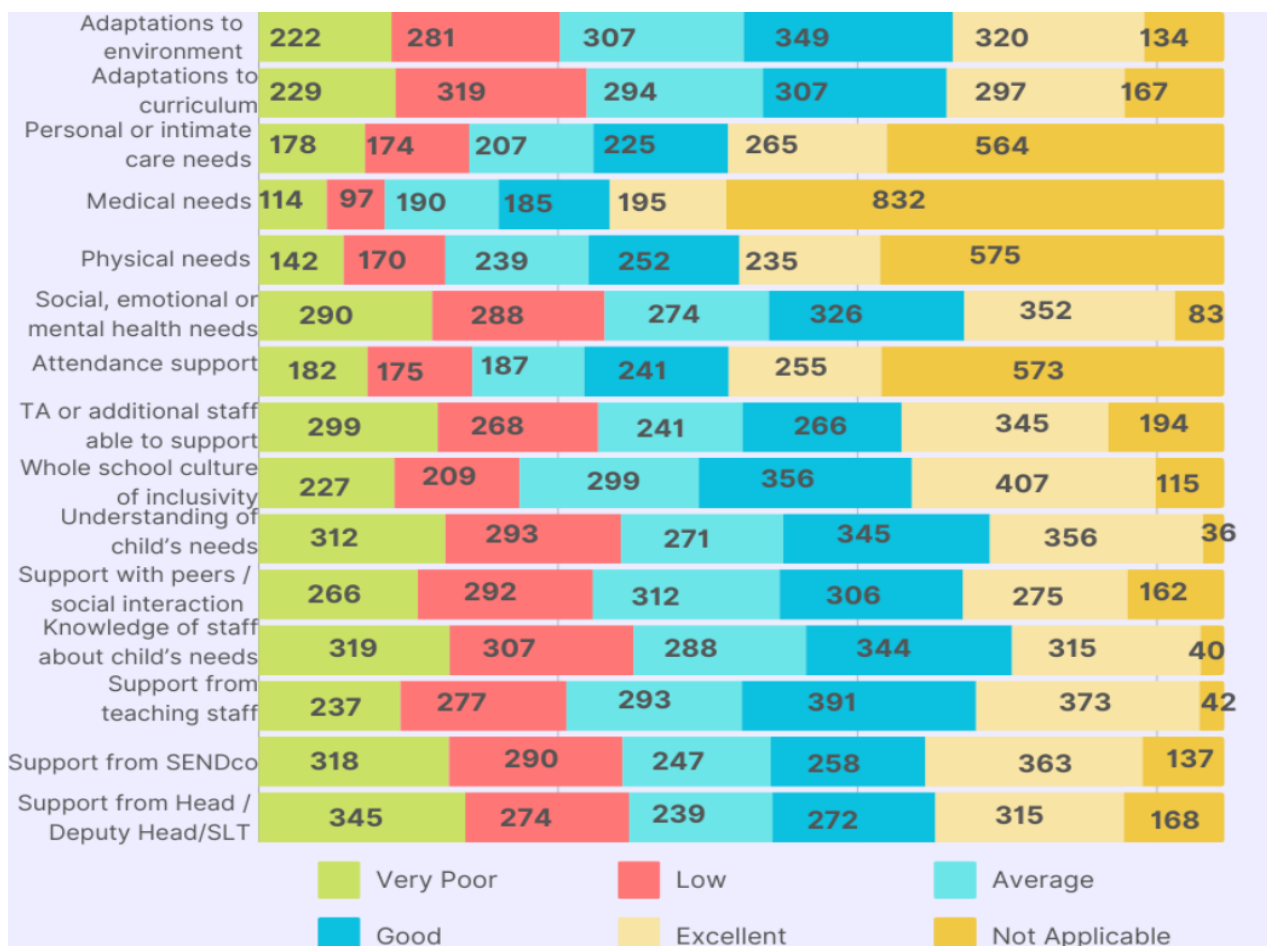
Question Nine: Please confirm the name of your child's current school or setting.

There was an 89% response rate to this question.   See Appendix 2 for a full alphabetical list of schools mentioned in survey responses.

Question Ten: Thinking about your child's current school please rate how well your child has been supported in the following areas:

There was an 86% response rate to this question.

	Very Poor	Low	Average	Good	Excellent	Not Applicable
Adaptations to environment	222	281	307	349	320	134
Adaptations to curriculum	229	319	294	307	297	167
Personal or intimate care needs	178	174	207	225	265	564
Medical needs	114	97	190	185	195	832
Physical needs	142	170	239	252	235	575
Social, emotional or mental health needs	290	288	274	326	352	83
Attendance support	182	175	187	241	255	573
TA or additional staff able to support	299	268	241	266	345	194
Whole school culture of inclusivity	227	209	299	356	407	115
Understanding of child's needs	312	293	271	345	356	36
Support with peers / social interaction	266	292	312	306	275	162
Knowledge of staff about child's needs	319	307	288	344	315	40
Support from teaching staff	237	277	293	391	373	42
Support from SENDco	318	290	247	258	363	137
Support from Head / Deputy Head/SLT	345	274	239	272	315	168

Overall, most people said that support for personal or intimate care needs, medical needs, physical needs and attendance support was not applicable to them. Most people felt that the support in all categories was good or excellent. Areas that scored most poorly were knowledge of staff about child, support from SENDCo and support from the Head, Deputy Head and other members of the schools Senior Leadership Team.

We have cross-tabulated the data for this question to see whether specific groups were impacted differently from others.171 parents who identified their children as having a diagnosis of profound and multiple learning disabilities, Down Syndrome, Acquired Brain Injury or Physical Disability responded to this question. In this group for most areas people rated their school as good or excellent. It was noted that those families that have children with profound and multiple learning difficulties (35%) and those with physical disabilities (33%) rated the knowledge of staff about their child's needs as low or very poor, which was significantly higher than those with Down Syndrome (8%) and those with acquired brain injury (20%). In comparison across those that identified their child as being neurodivergent (897 responses) in all cases most people rated low or poor, regardless of type of neurodiversity.

We also examined the data for this question by key stage and found that there were at least double the amount of negative comments to positive or mixed (both positive and negative) comments combined for each key stage. The percentage of negative comments increases the higher the key stage a child is at. For example, for a parent/carer with a child at pre-school there were 13% positive comments, 25% mixed comments and 62% negative comments but for a parent/carer with a child at key stage 4 there were 20% positive comments and 80% negative comments.

Comments:

Again extremes of experience were reported here with many mentioning poor support or no support with poor communication, little understanding of neurodiversity and support varying from teacher to teacher within the same school and from year to year. To take one example from the same school: one parent said the school had gone over and above for their child and another said their child had been labelled as disruptive and rude.
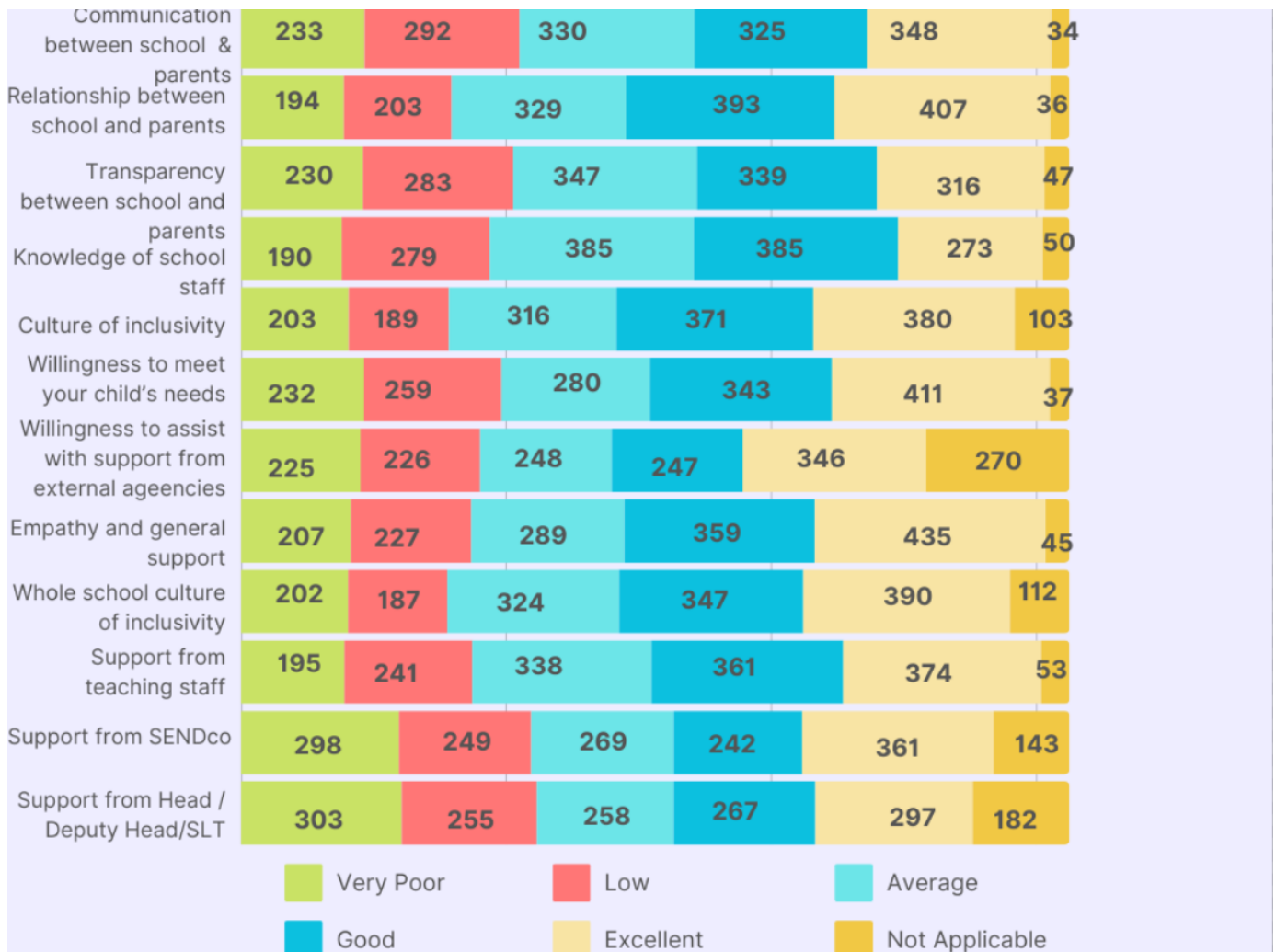
This contrasts with a significant number of people reporting excellent experiences—really understanding and helpful TAs and SENDcos and schools that went out of their way to adapt for the child and to be inclusive.

"They have the experience and understanding that all children learn at their own pace and have their own needs. They respect diversity and inclusivity in a genuine way, not a box-ticking way."

A number of parents recognised that schools struggling with staff capacity and resources impacted on their child's experience. Also mentioned was the importance of inclusion and an inclusive environment—or lack of—and how significant that was for the child's experience, and highlighted the importance of a supportive community and of feeling like an extended family.

Question Eleven: Thinking about your child's current school please rate how well you as a parent/carer have been supported in the following areas:

There was an 84% response rate to this question.

	Very Poor	Low	Average	Good	Excellent	Not Applicable
Communication between school & parents	233	292	330	325	348	34
Relationship between school and parents	194	203	329	393	407	36
Transparency between school and parents	230	283	347	339	316	47
Knowledge of school staff	190	279	385	385	273	50
Culture of inclusivity	203	189	316	371	380	103
Willingness to meet your child's needs	232	259	280	343	411	37
Willingness to assist with support from external ageencies	225	226	248	247	346	270
Empathy and general support	207	227	289	359	435	45
Whole school culture of inclusivity	202	187	324	347	390	112
Support from teaching staff	195	241	338	361	374	53
Support from SENDco	298	249	269	242	361	143
Support from Head / Deputy Head/SLT	303	255	258	267	297	182

Overall, across all areas most parents rated the support that they received as either good or excellent. Parents felt the most supported in Pre-School and Sixth Form, with dissatisfaction peaking in Key Stage 3 & 4. Many parents expressed frustration about the lack of communication and involvement in their child's support plan. Areas where improvement could be identified are around support to parents in the following areas:

- Communication between school and parent

- Transparency between school and parent

- Willingness to meet child's needs

- Willingness to assist with support

- Support from SENDco

- Support from Head, Deputy Head or other Senior Leader

Across these areas most parents rated that the support they received was either average, low or very poor.

We also cross-examined the data for this question by school setting to see if the school setting a child is in makes a difference to parent carer experience of support. For each educational setting there are more negative comments than mixed or positive. It is only for parents / carers of children at special school settings that there are more mixed comments than negative comments.

Comments:

The majority of comments in this section aren't actually answering the question posed but are instead talking about the support that their child has or hasn't been given. Of those talking about the support they have received as parents and carers, experiences vary between excellent support and very poor or no support, sometimes within the same educational setting.

"We absolutely cannot fault the level of support we have received as parents, alongside honesty, empathy and giving us permission to stop blaming ourselves."

"Individuals have been kind and well meaning but the system/the rest of the school not so much."

"His main course tutors have been great but the English and Maths departments have been ok to awful depending on the member of staff."

Some parents reported feeling judged and blamed by their child's school and felt managed rather than having any real relationship with the school.

"I'm diagnosed autistic and I don't feel like the school wants to accommodate or make the school inclusive for parents. I feel like they judge me as a parent."

When a school gets it right they offer support to the whole family, not just the child attending.

Question Twelve: Starting with their current school / setting please list the names of all the schools / settings attended by your child and the reason for leaving each.

There was an 80% response rate to this question.

The results are provided in Appendix 2.

Comments:

Many parents and carers gave no reasons for why their children left an educational setting. A number of parents did not want to share details about particular schools as they felt that would not be anonymous information.

Of those who did give a reason for leaving, the majority said it was due to the natural transition to the next stage of education, eg from nursery to primary or primary to secondary.

The other most often given reason was that the setting was unable to meet their child's needs.

"Left due to my son struggling to keep up, not having any friends and being bullied and them not willing to keep him back a year."

Other reasons stated included: moving house; school refusal; exclusion; poor leadership; child unable to cope so moving to home education; moving from mainstream to a specialist setting and child having a mental health crisis. Again there were some extreme experiences highlighted.

"An appalling experience which traumatised my daughter."

Question Thirteen: Share examples of positive or negative practice that you or your child has experience of for any of their schools / settings.

There was a 73% response rate to this question.

Examples of positive and negative practice have been themed for greater clarity.

Positive Examples

Child centred

- *"Child is accepted the way he is."*
- *"Their approach was child-centred and the teacher was able to apply that to our son even though she was not a special needs educator."*

Relationships

Relationships are key—with the SENCO, TA, Head with parents and children. One example given was the Head knowing the names of all the children. Another parent cited a personalised and nurturing key worker relationship and high teacher to child ratio. Emotional literacy and nurturing staff are also vital.

Attitude

Imagination, flexibility with timetable, willingness to adapt. Can do attitude, being pro-active, recognising issues and making a plan. Teachers really understanding and making an effort.

Examples of Adaptations

- Allocated seating in classroom to assist with hearing difficulty
- Supported child through swimming lessons
- 7Up initiative to deal with anxiety
- Child nominated by Head to attend events to boost his confidence
- Emotional support dog sessions
- Several schools have developed a specific SEN area for children with additional needs and resources to meet sensory needs.
- Play and nature-based learning
- Child struggling to get into school so the teacher set up 10 minute football sessions at the start of school twice a week for him and friends.
- A teacher ran a session on neurodiversity for a child's class so they could have greater understanding.
- Child offered a school counsellor
- TA came to talk to child and help her walk into the building

Inclusivity

Inclusive environment—inclusion in all activities.

"Careful social grouping to not segregate children with SEND in the classroom."

"The system is not working. The curriculum, teaching styles and classroom practices need to be redesigned to be inclusive to neurodiversity from the beginning not as an afterthought."

Communication

Teacher makes herself available to talk to. Meet and greet on arrival

"Son's teacher knew I'd have a difficult morning and was upset so phoned to check in on me and make sure I was ok and ask what she could do to help."

Listening to parents. Parents Forum

"Staff say they want to learn from us and get it right."

Class teacher emailing parents with updates.

Result of positive practice

Due to support from school one child is now able to attend assembly.

"My son feels very safe."

Negative Examples

"Everything is a constant battle."

Poor communication

Examples of poor communication with children given included:

- discussion of child's difficulties in front of child
- many examples of teachers shouting, including a teacher shouting in a six-year-old's face.

Examples of poor communication with parents that were given included:

- parent blaming, dismissal and gaslighting
- parents being kept out of the loop in discussions between professionals
- parents not told of events that happened with their child in school.

"My child was removed from the classroom without prior consultation with us parents and educated alone."

Parents and carers gave many examples of when they weren't listened to and described having to battle and chase for everything.

"I have had to battle the SENCO to communicate, understand or action support."

A number of parents and carers reported having had little or no contact with the SENDco of their child's school.

Behaviour management

Parents and carers reported some schools having behaviour policies based on shame and humiliation. Many examples are given of children being treated as naughty rather than struggling and lots of reported use of exclusions as a behaviour management tool.

"Pointing fingers at the behaviour and not the trigger."

One parent was told to use the 'tough love' approach when their child was having a panic attack.

Lack of adaptations / inflexible attitude

Examples given included:

- A Head who was dismissive of any requests for child's needs to be met and would not support transport needs.
- Resistance by the school to engage with external agencies.
- Not sticking to the EHCP when a child has it.
- Placing a child in the back of the classroom where they could not hear
- Reluctance or refusal to support applications for EHCP
- One parent carer told that their child's school couldn't make adaptations for a wheelchair because the buildings were too old and was asked whether the child could leave it outside.

Lack of knowledge and training

Examples given included:

- Teachers and staff being oblivious to needs
- Teachers and staff not understanding children
- Teachers and staff being overwhelmed by behaviour,
- Schools refusing to acknowledge diagnoses
- School staff having little training or understanding of neurodiversity or other needs.

"The teacher said she had been a teacher long enough to know there was nothing wrong with him he just had the wrong attitude."

One parent felt that their child had been forgotten.

Inadequate safeguarding and poor care

Examples given here of poor safeguarding included:

- a Head refusing to forward a safeguarding issue
- a child returning home with two broken bones and the school not being able to tell the parent how it happened
- numbers of children left in soiled clothing
- numbers of incidents of children running away from school, sometimes without the schools knowledge
- bullying not addressed and allowed to continue

- reports of children being assaulted by a TA, by a Head and other assaults by members of staff.

System issues

Some parents acknowledged that schools and individual staff members try really hard but are constantly knocked back by the LA and are hampered in their ability to provide adequate provision for children with SEN and physical disabilities due to understaffing and funding shortages.

"A parent should not have to get to the point I did more than once before you get the help you need for you and your family."

Question Fourteen: List the top 5 things your child's current school could do or change to improve their SEND support during the school day or to support you as a parent / carer?

There was a 69% response rate to this question.

Some responses to this question were very specific to an individual child's experience, others were more general suggestions about how a particular school could improve and others about how the system in general could be better.

a) Improve SEND support during the school day

Individual school level

"Have compassion as a working value."

"Accept our children for who they are and stop trying to make them who you want them to be to make your jobs easier."

- Training for school staff was a key improvement mentioned by many—to raise recognition, awareness and understanding of SEN conditions and needs, to help schools become more inclusive.
- Schools need to work on helping children with SEN to feel welcome, safe, wanted and part of the school community. Training sessions should be put on for all school children on neurodiversity.
- *"Be kinder."*
- Requests that teachers and other staff know more about each child and put the needs of the child first.
- School staff to stick to any EHCPs and plans
- Greater adaptations, flexibility with the timetable and curriculum and recognition of individual needs.
- Improved communication between staff members and with external professionals.
- More 1-2-1 tuition for those children requiring it.
- Support for struggling children rather than behaviour management.
- Improvement of safeguarding and security issues at school.
- More personalised support for children, more mental health support and wider healthy lifestyles, diet and exercise activities,
- More assistance with social interactions and more opportunities to socialise with other children eg after school clubs and other activities.

- Strategies to support prevention of triggers and more forward planning.

System level

- More support required from the Local Authority.
- *"If CAMHs were fit for purpose much of this wouldn't fall heavily on schools in the first place."*
- More funding for TAs and staff trained in SEN and more resources and tech for children.
- *"Use SEN provision as central, not add on."*
- Greater accountability.
- *"If it's only parents pointing out failures it damages relationships between parents and school."*

b) Support you as a parent / carer

Improved communication was by far and away the biggest improvement suggested by respondents. This included:

- more regular meetings with staff
- listening to parents and children
- much more regular updates.
- communication with the school to be more open and honest
- schools to do what they say they will do.
- communication of changes with parents to be well in advance so they can prepare their children

Other suggestions included:

- training and information for parents on what support is available
- to be more proactive and not wait for parents to push
- support the family and the child as a whole
- stop parent blaming
- greater involvement of parents in activities, events and PTA.

Question Fifteen: What is/are your child's diagnoses (Please select all that apply and add any non-diagnosed conditions in the comments).

There was a 65% response rate for this question.
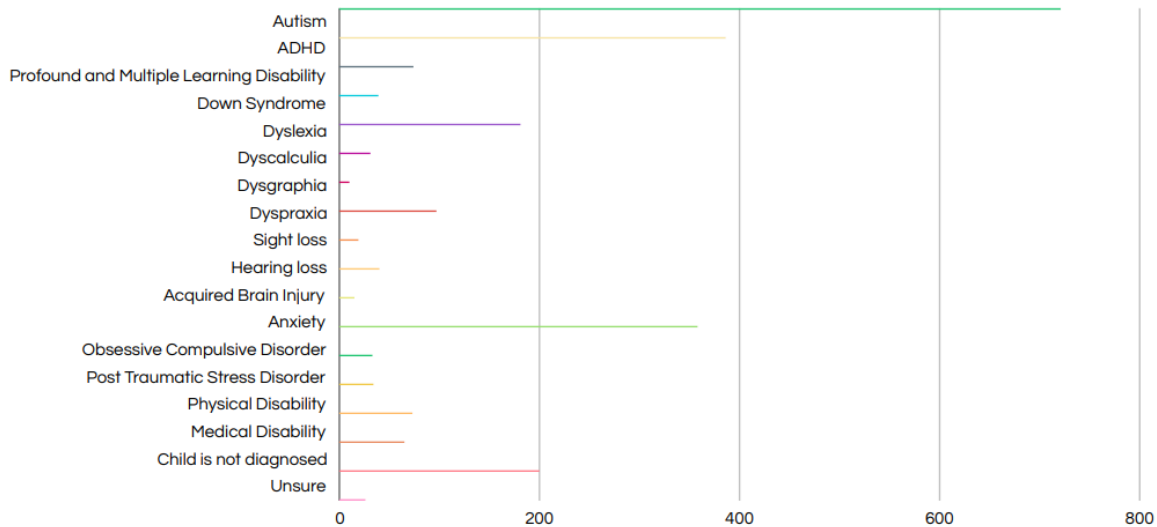
The chart above shows that the most common diagnosis is autism with 30% of all reported diagnoses, followed by ADHD on 16% and anxiety on15%. Children have not been diagnosed in 8% of cases reported.
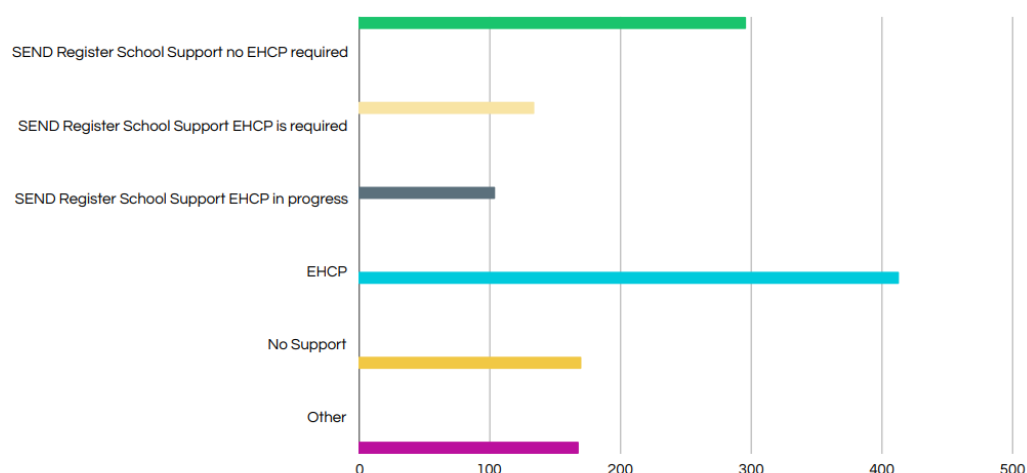
Comments:

The most frequent non-diagnosed conditions mentioned here are:

- ADHD (158 mentions)

- Autism (112 mentions)

- Sensory Processing Disorder (73 mentions)

- Global Developmental Delay (40 mentions)

- Waiting times (123 mentions)

This indicates that the above are recurrent concerns, as well as frustrations surrounding long waiting times for diagnoses and support services.

Question Sixteen: What level of support does your child receive at school

There was a 69% response rate to this question.

32% of parents responding said that their child had an EHCP in place, 23% said that their child was on the SEND Register at school but without an EHCP. 13% of respondents said that their child was not currently receiving any support.

Comments:

The answers to this question indicate a disparity for many parents and carers between what the parents think their child needs and what the school accepts, or is willing to do. Whilst some reported that their child's school had made adjustments— provided laptops, one to one support with a TA, access to Educational Psychologists, allowed extra time, sent the child on a confidence building course—there are other examples where the experience is the opposite. For example, a large number of those who responded to this question stated that they believed their child needed an EHCP but the school disagreed and refused to support an application. A number reported that their child had an EHCP, or was on the SEND register, but still received no support.

And in alignment with answers to previous questions poor communication is reported as being a significant issue. For example, there were a significant number of parents and carers who had no idea what level of support their child was receiving at school.

Question Seventeen: Do you feel that your child's current school meets your child's special educational needs?

There was a 69% response rate for this question.

46% of parents answered yes to this question and 54% said no.

Question Eighteen: Do you think that your child's current school is able to meet their special educational needs?

There was a 37% response rate for this question.

43% of parents answered yes to this question and 57% said no.

Question Nineteen: Do you think that your child's current school is willing to meet their special educational needs?

There was a 16% response rate for this question.

34% of parents answered yes to this question and 66% said no.

Question Twenty - Do you, as a parent carer, feel that your views or concerns regarding your child's Special Educational Needs and/or Disability and their support are truly heard, when you approach your child's current school with them?

There was a 69% response rate to this question.

52% answered yes to this question and 48% said no.

We cross-examined this question by three diagnoses: physical disability, profound learning disability and autism to see if a child's diagnoses made a difference to parent and carers experience of being heard when they approach school with a view or concern. For all three diagnoses negative responses form around half of all reported experiences. Parents and carers of children with physical disabilities made equal numbers of positive and mixed comments, parents of those with profound learning disabilities made more positive comments (28%) than mixed (20%). Parents and carers of those with autism had the lowest numbers of positive comments (14%).

Comments:

A large number of parents felt that the listening was inconsistent within the same school, for example, one member of staff listened but others didn't, or that sometimes the school listened and at other times they didn't. Some schools were felt to be doing all they could but other parent carers felt blamed by school staff.

"They are the ones that are right and us parents should go on parenting courses to be better parents like them."

Negative comments

A number of examples were given of schools apparently listening and promising action but then not following up and of schools not returning calls or acknowledging emails

"It feels like a constant battle to get the school to listen to us and adhere to the EHCP."

"I feel like they think I'm over worrying and they meet with me but never fully action what's said or become defensive so it doesn't feel like we are working together to meet his needs."

"I think they hear us but also think that we're complaining."

A number of parents referred to fighting and battling to be heard.

"They don't realise that we have been fighting since reception and it's exhausting."

"The system is broken and SEND parents are broken."

System issues

Many parents reported that they felt the issues didn't lie with the schools themselves but that Oxfordshire County Council didn't listen and that lack of funding and resources prevented good schools from implementing what children needed.

"Schools are underresourced and staff under pressure but opening up to hearing feedback from SEND parents and engaging other organisations with responsibility for children could create real opportunities."

"Yes they hear me but due to resources there is little they can do."

Positive comments

But many people also feel listened to:

"I have been really happy with the interactions I have had so far."

"We have a very collaborative relationship."

"I have always been asked if I agree with plans, or asked my opinion or if there are any ideas that I have."

Question Twenty One - Has your child's current school provided you with information about, or encouraged you to seek support from, SENDIASS?

There was a 68% response rate to this question.

25% of parent carers answered yes to this question and 75% no.

Comments:

Many parents and carers already knew of SENDIASS, had found it by themselves or through other parents or organisations. A number had never heard of it at all. Very few were given information by their child's school and no-one said they were actually encouraged to contact SENDIASS by their child's school. Indeed some schools were reported to be actively discouraging parents from using SENDIASS services.

Out of the direct scope of this question some parents reported on their experience of dealing with SENDIASS as being one of long waiting lists and offering limited support when you actually get to them. Many said that they were not helpful, although a few parents praised the help they had received.

"I am immensely grateful for SENDIASS and I adore my child's SENDIASS Case Worker."

A couple of parents said they would avoid SENDIASS due to an 'us versus them' and a 'fight the school' approach. A number of parents had chosen a legal route rather than going to SENDIASS

Question Twenty Two - Are you aware of, and confident, as a parent carer of the correct procedure to follow to raise and escalate any formal concerns about, with or at your child's school?

There was a 68% response rate to this question.

51% of parent carers answered yes to this question and 49% no.

Comments:

A number of parents said they would look up the procedures and others said they hadn't need to raise concerns. Of those who had raised concerns some said that raising concerns could make the situation worse as the school would lay the blame for the situation with the parent carers. One parent said they were too scared to raise a concern. Others thought the procedure for raising a formal concern was reportedly very difficult and wouldn't make any difference to their child's situation anyway. Many reported that they were not listened to, concerns were not dealt with, and procedures not followed if they did raise a concern. Mention was also made by a number of parents that their school is protected by the governors and/or the federation and is not impartial when considering concerns "they protect each other's back." A number of parents said they didn't trust the process. But a couple of parents said the issues for concern lay with the Local Authority and not with the individual schools.

"I've tried and I've failed. Even following their policy doesn't work. The system seems designed to shut you up."

Question Twenty Three - Further comments, experiences or thoughts to share about any of your child's schools?

There was a 27% response rate to this question.
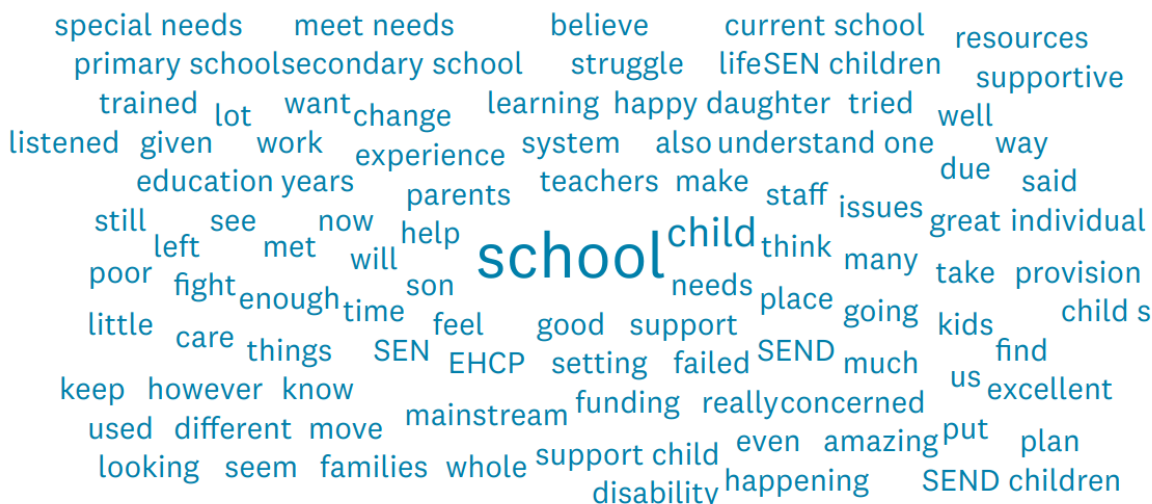
Comments:

Again there were very mixed responses to this question from *"amazing"* to *"total failings and inadequate provision,"* although it is notable that there are considerably more negative views expressed than positive.

"The school experiences were dehumanising and shocking. I have never felt so scared and powerless."

Negative comments

"All mainstream schools are rubbish in supporting children with SEN."

Many of the comments to this question were echoed elsewhere in the survey results and so won't be repeated here.

"We are desperate for help and we don't know how to get it."

Parents and carers report being extremely frustrated, angry and disappointed with the feeling that mainstream provision doesn't work, isn't safe and doesn't meet the needs of children with SEN.

"Disabled children are being taught that they are worthless, useless, undeserving of empathy, compassion or support."

Impact of negative experiences

Parents and carers are fearful of moving their children from schools with inadequate provision for fear of the impact on their child's mental health. Parents and carers don't want to escalate concerns for fear of damaging relationships with the schools and impacting their child's experience.

"For those that fall through the cracks there is little rescuing."

Parents and carers feel forced to home school due to lack of adequate provision for their child or because their child can't cope at school. They speak of their children being 'traumatised' by their school experience—leading in some cases to mental health breakdowns and the perception that school 'failed' their children.

"Ruined my child's life."

System issues

"The system is at breaking point—in fact it's broken. We need professionals who want to help our children and are funded adequately to do so."

Many parents felt the whole school system needs to change.

Underfunding is felt to be hampering the ability of schools to provide adequate provision for SEN pupils and those with disabilities was mentioned time and again.

"The school is lovely, just under resourced and understaffed for the level of SEN needs within my child's class."

There were many criticisms of Oxfordshire County Council for not meeting legal requirements and deadlines, for poor organisation and not ensuring accountability in the system and for individual schools.

."The overall overview and structure / planning for the needs of children is very reactive and shortsighted. The County lacks overview and direction and forward planning."

"I have not found the LA very helpful in meeting the needs of my child as their focus is on avoiding spending money rather than meeting the needs of children."

Positive comments

"I wish we could stay at the school forever."

"It's a wonderful school where the staff genuinely care about the children and want them to reach their potential."

Despite the negative comments mentioned above a number of parents and carers are very happy with the support their child is receiving.

"I just want to reiterate that staff have been consistently kind, helpful and their intentions have always been good."

"He enjoys attending school and adores his support staff."

Appendix 2 – **List of Schools Mentioned in Survey**

ACE
Abbeywoods Academy
Abingdon and Witney College
Activate Learning
Alfriston School
All Saints
Annabelle's Nursery
Appleton
Ashbury
Aston and Cote Primary
Aureus
Avon Park
Badgemore
Banana Moon
Banbury College
Bardwell School
Barley Hill
Bartholomew School
Benson C of E Primary
Berinsfield
Bishop Loveday
Bishops Carpenter
Bishopswood
Bladon Primary
Blessed George Napier
Bletchington
Blewbury Primary School
Bloxham Primary
Booker Park
Botley
Brightwell
Brize Norton Pre-School
Brookside Primary
Bure Park School
Burford Primary
Busy Bees
Bute Cottage Nursery
Caldecott Primary
Camel Pre-School
Carrswell Primary
Carterton Community College
Carterton Primary
Catmose College
Chadlington
Charlbury
Charlton Primary
Chasewell Community Centre
Chenderit

Cheney
Cherwell School
Chesterton C of E
Chilton Primary
Chilworth House
Cholsey Primary
Chipping Norton
Christopher Rawlings
City of Oxford College
Clanfield
Cokethorpe
Cooper School
Cranford House
Cropredy
Crowmarsh Gifford
Cumnor Primary
Cutteslowe Primary
Dashwood Academy
Deddington Primary
Derwen College
Desne's Daycare
Didcot Girls
Didcot Primary
Dragon
Drayton Community Primary
Dr Radcliffe's
Dunmore
East Oxford Primary
Edith Moorhouse
Edward Feild
Endeavour
Enstone Primary
Europa School
Eynsham Primary School
Faringdon Community College
Farringdon Infants
Filkins Nursery
Fir Tree Junior
Fitzharrys
Fitzwaryn Special School
Five Acres Primary
Frankwise
Freeland Primary
Fritwell C of E
Fringford C of E
Furze Down
Futures Institute
Gagle Brook Primary
Garsington Primary

Gateway Primary
Gerrard's Cross
Gillotts
Glory Farm School
Graven Hill Primary
Greyfriars Primary
Grove
Gosford Hill
Haddenham Junior
Hagbourne Primary
Hailey C of E Primary
Hamwell Fields
Hanborough Manor
Harwell Primary
Heights Primary
Henley College
Henry Box
Heyford Park School
Hillview
Holme Grange
Holne Chase
Hook Norton
Horton Nursery
Hospath School
Huckleberry Therapeutic
Ickford School
Ickneid Community College
Iffley Academy
Jackie's Childminding
John Blandy Primary
John Hampden Primary
John Mason
John Watson
Kennet Valley
Kidmore End
King Alfred's Academy
Kingfisher School
Kingham Primary
Kingsfield Nursery
Kings Meadow
Kite Ridge
Ladybirds Pre-School
Ladygrove Park
Langford Village
Langtree
Larkmead
Larkrise
Launton C of E
Lechlade Little Learners
Little Milton Primary
Longford Park Primary

Longfield
Long Furlong
Long Wittenham C of E
Longworth Primary
Lord Williams
LVS Oxford
Lydalls Nursery
Mabel Pritchard
Madley Brook Primary
Magdalen College School
Manor Primary School
Marcham School
Marchant-Holliday
Marlborough School
Marsh Baldon
Matthew Arnold
Meadow Brook College
Middle Barton
Mile House Therapeutic School
Millbrook Primary
Mill Lane Community School
Mill Meadows
Mongewell Nursery
Moreton Morrell College
Morpeth All Saints
Moulsford Prep School
Newbarn School
New Marston Primary
New Hinksey
Northbourne C of E
North Hinksey C of E
Northern House Academy
North Leigh Primary
North Oxfordshire Academy
Orchard Meadow
Orion Academy
Our Lady of Lourdes
Oxford High
Oxford Spires Academy
Peapods
Pegasus Primary
Phil and Jim
Queensdown
Queensway Primary

Radley C of E Primary
Rainbow Corner Nursery
Rosehill
Rush Common
Sacred Heart
Sheiling College
Shellingford
Shelswell
Shrivenham
Sofea
South Moreton Primary
South Stoke
Southwold Primary
Springfield Special School
Stadhampton Primary
St Aloysius Primary
St Amands Primary
Standlake Primary
St Andrews
St Anne's
St Barnabas Primary
St Benet Biscop
St Birinius
St Christopher C of E
St Ebbes Primary
St Edburgs
St Edmunds Primary
Steven Freeman
St Francis
St Gregory's
St John Fisher
St Joseph's Primary
St Leonard's
St Mary's
St Michael's Primary
St Nicolas
Stockham
St Swithins
St Thomas Moore Primary
Stockham Primary
Stonesfield School
St John's Catholic Primary
Sutton Courteney
Swalcliffe Park School
Swan School
Tackley Primary

Thameside Primary School
The Ark Pre-School
The Avenue
The Batt
The Bicester School
The Blake School
The Cabin
The Grange
The Hendreds
The Manor Prep school
The Warriner
Thomas Reade Primary
Tower Hill
Treehouse
Tyndale Community School
Uffington Primary
Unicorn School
University Technical College
Valley Road
Wallingford School
Wantage Primary
Watchfield Primary
Watlington Primary
West Kidlington Primary
West Witney
West Wycombe
Wheatley Park
Whitchurch
Whitelands Academy
William Fletcher Primary
William Morris Primary
Willowcroft Primary
Windale Primary
Windmill Primary
Witney
Wolvercote Primary School
Woodcote Primary
Woodeaton Manor School
Woodgreen School
Wootton
Wychwood Primary School
Wykham Park Academy