



## Charlton-on-Otmoor C.E Primary School Special Educational Needs and Disability (SEND) Information Report 2025-26

Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you would like to know more about our arrangements for SEND, read our SEND policy which can be found on our website or a paper copy can be provided for parents on request from the school office.

We are an inclusive mainstream Local Authority Church of England Primary School that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014) <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>. Please also see our accessibility policy which can be found on the policy section of the school website.

We trust this information report below, together with our SEND policy, provides you with details of our inclusive approach at Charlton-on-Otmoor CE Primary School. This report is updated annually.

### **What types of SEN does the school provide for?**

The SEN Code of practice (2014) identifies four areas of need. These are listed below alongside some examples of conditions that fall under that specific need.

<b>AREA OF NEED</b>	<b>EXAMPLE CONDITIONS</b>
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical Hearing impairments	Hearing impairment
	Visual impairment
	Physical impairment
	Multi-sensory impairment

## **Who can help my child and what training have staff had?**

### **SENDCO**

The SENDCO, Mrs Zoe Wells can be contacted via the school office on 01865 331239 or via email: [sendco@charltonono.co.uk](mailto:sendco@charltonono.co.uk). Her dedicated SEN working day is a Thursday but is also available in school on a Friday. Mrs Wells is currently undertaking the National Professional Qualification in SEN and frequently meets with SENDCO's in the local area to keep up to date with local and national changes and initiatives. Additionally, one of our Class teachers; Laura Airey has gained the National SENCo Award.

### **SEN Governor**

Our school governor with SEN responsibility is Emma Goulart

### **Class teachers**

All of our teachers hold Qualified Teaching Status. They receive regular in-house SEN training, and are supported by the SENDCO to meet the needs of pupils who have SEN.

Additional external training staff have recently received includes:

- Training around metacognitive strategies
- Thrive (a trauma-informed approach that helps to improve the mental health and wellbeing of children)
- Training in trauma from the Mulberry Bush School
- Pathological Demand Avoidance training
- Colourful Semantics training
- Adaptive teaching strategies

### **Teaching Assistants**

We are lucky to have a team of experienced and dedicated TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision both in the classroom and through interventions.

Our TAs are trained to deliver several different interventions including;

- Read Write Inc keep up (to support our phonics programme)
- Language for Thinking (to support comprehension)
- Lego Therapy
- Colourful Semantics (to support the construction of sentences)
- Fine motor skills (to support children who need extra support with their)
- Maths for life (an intervention to support maths skills)
- Literacy Gold

TAs have also been trained in Trauma related disorders and PACE.

We also have a TA who is a trained Thrive practitioner and supports children with their SEMH needs.

We aim to ensure that all staff working with pupils who have SEN possess a working knowledge of their difficulty as well as access to specialist advice and training. We make reasonable adjustments to our practices in order to comply with the Equality Act (2010).

### **External agencies and experts**

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary, we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists

- SENSS, who support children with Communication and language, sensory needs and physical needs
- Educational psychologists
- GPs or paediatricians
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Well-being groups
- Behaviour teams

We will always consult with parents before we contact any external support.

### How will the school know if my child needs SEN support?

We offer a broad and balanced curriculum for all children including those with SEN. Being a small rural school, with small class sizes, we know our pupils very well. All our classes are SEN friendly, with visual timetables and the use of visual aids and sensory supports readily used and available. However, if we notice that a child is having difficulty in any area and requires additional support we will act on this quickly.

Our first step is to meet with parents to discuss our concerns. As part of this meeting we will complete the Oxfordshire Indicators Tool. This tool considers all areas of the child and consider our approach to support them.

For any child where a SEND need is a possibility, we will follow the 'graduated approach' to meeting your child's SEN needs. We also ensure we keep regular communication with parents to ensure you know how your child is being supported.

The graduated approach is a 4-part cycle of assess, plan, do, review.



As part of the 'assess' stage, the SENDCO may observe the pupil to see what their strengths and difficulties are. They will have discussions with your child's teacher/s to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

At this stage we will add your child's name to a SEN 'at watch' list to indicate that we are assessing them as to whether they have a SEN need and need to be added to the school SEN register.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support and can come off the 'at watch list'. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

The SENDCO will ask for your opinion and keep you informed each step of the approach. If appropriate, the class teacher/ SENDCO will also speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician to identify if your child needs a formal diagnosis.

Based on all of this information, the SENDCO will decide whether your child needs SEN support.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENDCO will work with you to create a SEN support plan (a pupil profile) for them.

### **What happens if my child is identified as having a SEN need?**

As an inclusive school, if your child is identified as having SEN we do not see this as negative. We maintain our high expectations for your child whether they have SEN or not. We may just need to think differently to ensure your child reaches their full potential. No pupil is ever excluded from taking part in any activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

If your child is identified as having a specific need and are added to the SEN register, your class teacher and SENDCO will put appropriate support in place. This will be recorded on a pupil profile. You will meet three times a year to review the provision in a 'Pupil Progress meeting' with your child's class teacher. These meetings usually involve an extended slot at parents evening and an additional meeting in the final term. The SENDCO may also attend these meetings to provide extra support. If appropriate, your child can also be involved in these meetings in person or by questionnaires that can be completed with yourselves or their class teachers.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy. If you have concerns that arise between these meetings, please contact your child's class teacher via the school office [office@charltonono.co.uk](mailto:office@charltonono.co.uk).

### **How will the school adapt its teaching for my child?**

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Using recommended aids, such as laptops, ear defenders, coloured overlays, visual timetables, larger font, etc.
- Scaffolding tasks
- Teaching assistants support pupils on a 1-to-1 basis

- Teaching assistants support pupils in small groups

As a school, we will cover up to £6,000 of any necessary costs.

Some further examples of adjustments/ provision we put in place for our SEN children with different needs are listed below. These example interventions are part of our Oxfordshire's local offer; <https://www.oxfordshire.gov.uk/children-and-families/oxfordshire-send-local-offer> which means your child's needs can be met within schools without any additional funding.

AREA OF NEED	EXAMPLES OF HOW WE SUPPORT THESE PUPILS
Communication and interaction	Language for thinking intervention
	Lego therapy intervention
	Social stories
Cognition and learning	Maths for life intervention
	Read Write Inc (Phonics programme) keep up group
	TA support
Social, emotional and mental health	Thrive group
	Quiet work station/ places in class
	Ear defenders
Sensory and/or physical needs	Lap weights
	Hand skills interventions group
	Fidget toys
	Pencil grips
	Limiting bright and busy displays
	Carefully planned seating plans

### **How will the school evaluate whether the support in place is helping my child?**

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding pupil progress meetings

### **What if my child needs support above the local offer?**

Using the graduated approach, if the teacher/ SENDCo may feel that your child still requires more support for example;

- Extra equipment or facilities,
- More teaching assistant hours,
- Further training for our staff,
- External specialist expertise

Parents or school can apply for an Education Health Care Needs assessment (EHCNa). This is an application to the Local Authority (LA) to assess your child's needs. If the parents make the request, we will fully support you in the best way we can. The SENDIASS website has further support for parents when applying for an EHCNa.

[https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/parents\\_guide\\_to\\_EHCNa\\_0.pdf](https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/parents_guide_to_EHCNa_0.pdf)

The SEND Code of Practice says that if the LA has agreed to carry out an EHC Needs assessment, they must seek advice and information from the child's parent or the young person and must take into account his or her views, wishes and feelings.

### **Educational Health Care Plan (EHCP)**

An EHC Needs assessment will not always lead to an EHC plan. The information gathered during an EHC Needs assessment may indicate ways in which Charlton-on-Otmoor Primary School can meet the child or young person's needs without an EHC plan.

If the EHCNA is agreed, the Local Authority may then decide that the next step is that your child needs an Educational Health Care Plan (EHCP). This plan is personal to your child and their needs, it outlines statutory targets to work towards achieving and the support that is needed in order to achieve these. This may involve interventions, TA support or additional resources. If an EHCP is agreed for your child, in addition to the pupil progress meetings, school will host an annual review meeting. In this meeting the outcomes on the EHCP will be reviewed and all the professionals involved in the child's learning are invited to attend. This includes; SENDCO, class teachers, teaching assistants, external agencies and the SEN officer from the Local Authority. The views of the child are also asked for. This most often is in the form of a questionnaire that can be completed with parents or the child's class teacher.

The vast majority of children will have their needs appropriately met using the approaches and strategies set out in the Local Offer. Only those with the most exceptional level of needs will require a statutory assessment of their SEN and provision to be made in accordance with an EHC Plan in order to meet needs.

### **How will my child be supported in transition?**

#### **Transitioning to a new class**

At Charlton-on-Otmoor CE Primary School SEN children benefit from staying in a familiar class for two years. However, this can mean it is more daunting when they do move to a new classroom. In order to make this transition as smooth as possible we will ensure the child is prepared as possible. Ways in which we manage this include;

- Asking the child to take messages to the staff in their new class so they become familiar with how to get to the class
- Ensuring the new teacher spends time with the children; this may be spending time with them at break times, reading them a story or teaching lessons.
- The school timetables transition days for classes to spend with their new teacher and in their new class, in the Summer term
- The current child's teacher will meet with the new teacher to ensure they know all of the adjustments your child needs in order to feel safe in their new environment and achieve their full potential

#### **Transitioning to a new school**

We will ensure all information we keep on your SEN child is sent to your child's next school. This will enable as smooth as a transition as possible.

### **Transitioning to secondary school**

We will highlight any children with SEN to secondary schools. Most secondary schools will then offer additional transition days. For children with an EHCP, an additional annual review meeting will take place in Year 5. To this meeting we will invite the school you have requested for your child to attend.

### **Support for Children We Care For (CWCF) or Previously Cared For with SEN**

Zoe Wells is the designated teacher for Children We Care For (CWCF) or Previously Cared For. She will make sure that all teachers understand how a Children We Care For (CWCF) or Previously Cared For pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning. Children who are Children We Care For (CWCF) or Previously Cared For will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

### **What should I do if I have a complaint about my child's SEN support?**

We will do everything we can to best support the SEN children in our school. We aim to keep in regular communication with our parents. However, if you do have a complaint about our SEN support please see our complaints policy which can be found on the school website.

If you are not satisfied with the school's response, you can escalate the complaint. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice; <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>