Charlton-on-Otmoor C.E Primary School
Special Educational Needs and Disability (SEND)
Information Report 2026-27

Dear Parents and Carers,

Welcome to our SEND Information Page. You may be reading this because your child already has identified Special Educational Needs and Disabilities (SEND), or because you are wondering whether your child may have or simply because you would like to understand more about how children with different needs are supported in school. As an inclusive school and in line with our school vision 'Aspire and Grow Together', no pupil is ever excluded from taking part in any activities because of their SEND. Every child learns and develops in their own way and we have high aspirations for all our pupils. Sometimes children may need extra help to access learning, communicate, manage emotions, or participate fully in school life but we work through this in collaboration with our pupils and their family. This page explains what SEND is, how concerns can be identified, and the support available to help every child reach their potential.

An overview of the different levels of SEND support at Charlton-on-Otmoor CE Primary School

The universal offer

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Monitoring list

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SEND register

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Education Health Care Needs assessment (EHCNa)

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Education Health Care Plan (EHCP)

The universal offer
The universal offer is the baseline standard of teaching, environment, and support that **every student** (regardless of whether they have SEND or not), receives in a mainstream school.
At Charlton-on-Otmoor CE Primary School, we make reasonable adjustments to our practices in order to comply with the Equality Act (2010).

Our universal offer includes;

- High-Quality teaching. Lessons in our school are inclusive and involve highly effective teaching that aim to meet the needs of all children in a calm, structured environment designed to prevent learning gaps before they widen.
- Adaptive teaching. Our staff have received extensive training in adaptive teaching strategies which involves teachers providing flexible lessons where tasks are adjusted or 'scaffolded' so students can access the same curriculum.
- Reasonable adjustments. Examples include; considered seating arrangements, headphones and movement breaks.
- Broad curriculum: Balanced subjects covering core academic areas alongside personal, social, and health education (PSHE).
- Regular monitoring. This includes formative assessments points where progress is measured against age related expectations but also after each lesson to identify any misconceptions that need to be addressed in subsequent lessons.
- Calm spaces. These can be accessed in each classroom. We also have access to calm spaces outside of classrooms and outside.
- Visual supports. All classes have clear visual timetables which are consistent across the school.
- Learning aids. Examples of these includes the use of laptops, coloured overlays and vocabulary word mats
- **Nurture-** we know our pupils extremely well and work hard to build positive and supportive relationships with them and with their parents/ carers.

What if my child requires more support than the universal offer?

Being a small rural school, with small class sizes, we know our pupils very well. If a child requires support above the universal offer, then this is quickly identified and we would consider that they may have special educational needs.

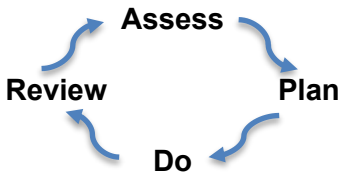
If this is the case, we would put them on our **monitoring list**.

What is the monitoring list?

This is an informal, internal record of children who the teacher has identified is struggling in a certain area. This maybe in any of the four areas of SEND (please see below for clarification on the four areas of SEND). Class teachers flag their concerns to the SENDCo who will, alongside the teacher, monitor the progress of that child for a period of time. School would also complete a checklist called an 'Indicators tool' to identify where the areas of concern are.

When a child is placed on the monitoring list, school will use the cyclical framework known as the **graduated approach** to put support in place.

The graduated approach



Assess- The class teacher and SENDCo will analyse the needs of your child in a holistic way using teacher assessments, past progress, and observations. In this phase, we will also check if external specialists (like speech therapists or educational psychologists) are needed.

Plan- In this phase, we will identify targets we would like your child to achieve and plan how we will support them to gain them. Examples of support may be an intervention or Teaching Assistant (TA) support. Alongside this we will outline a clear time frame to review whether the support has been successful, and the targets have been achieved.

Do- This is putting the agreed teaching strategies and support in place. Wherever possible, it is our intention that children do not miss out on whole class learning for interventions, but this is not always possible.

Review- As part of the cycle, we will review the success of the support, identify whether your child has closed the progress gap and discuss whether the support can end or whether we need to adapt the targets and continue the support. This will feed into the assess stage.

If, during the review phase, adequate progress has been made, your child will then be removed from the monitoring list.

When would a child go on to the SEND register?

If a child has been on the monitoring list for a period of time (around 6-12weeks) and no progress has been made using the graduated approach, then we would consider that they need to go on our school SEND register.

The SEND register is a more formal internal record of children who are require support above that of what is offered in our universal offer. Children do not need a diagnosis to go on the SEND register and similarly, having a diagnosis does not mean they will automatically go onto the SEND register. It is about the level of support required.

If this is the case, our first step is to meet with parents to discuss our concerns. We know that you're the expert when it comes to your child's needs and aspirations. In this initial meeting, we will explain what we have put in place already and what support we think your child will benefit from. This meeting will be held in school and with the class teacher and SENDCo.

When a child goes on the SEND register, they will have the have an **Individual Support Plan (ISP)** (formerly known as Pupil Profile). This is a document that outlines what support your child is having in line with the graduated approach. It is reviewed three times a year as part of the 'review' section of the graduated approach.

At Charlton-on-Otmoor CE Primary School, two of the review meetings take place at parents evening (one in the Autumn term and one on the Spring term) where parents get an extended time slot and an additional meeting is held for parents of SEND children in the Summer term. These review meetings, generally take place with parents and the class teacher but the SENDCo can attend if requested. In the review meeting, we will discuss progress made and how the support needs to change or continue. If you have concerns that arise between these meetings, please contact your child's class teacher via the school office office@charltonono.co.uk or the SENDCo on sendco@charltonono.co.uk

When should we look to apply for an EHCNa?

If, despite high-quality SEND support using multiple cycles of the Graduated Approach, your child is not making adequate progress, 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 with the hope of getting an EHCP. It involves sending off evidence outlining the support that has been put in place including costings the school has made, attendance figures and parent and pupil views. If school think this is the best course of action for your child, we will involve you every step of the way. 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
An EHCNa will not always lead to an EHCP. The information gathered during an EHCNa may indicate ways in which Charlton-on-Otmoor Primary School can meet the child or young person's needs without an EHCP. Following an EHCNa request, the LA will inform parents of the outcome within 6weeks.

Educational Health Care Plan (EHCP)
If the ECHNA is agreed, the Local Authority will ask an Educational Psychologist to assess the needs of the child. Using the evidence gathered, they 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 above. Only those with the most exceptional level of needs will require a statutory assessment of their SEND and provision to be made in accordance with an EHCP in order to meet needs.

What are the different areas of SEND?

The SEN Code of practice (2014) identifies **four areas of need.** This are listed below alongside some examples of conditions that fall under that specific need and ways in which we support our pupls with these needs. 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.

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

AREA OF NEED	EXAMPLE CONDITIONS	EXAMPLES OF HOW WE SUPPORT PUPILS WITH THESE NEEDS
Communication and interaction (C&I)	Autism spectrum disorder Speech and language difficulties	Language for thinking, Lego therapy, Social stories Additional time in SATs
Cognition and learning (C&L)	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia Moderate learning difficulties Severe learning difficulties	Maths for life intervention Read Write Inc (Phonics programme) keep up group Literacy Gold (to support reading and spelling) TA support Additional time in SATs
Social, emotional and mental health (SEMH)	Attention deficit hyperactivity disorder (ADHD) Attention deficit disorder (ADD)	Thrive Quiet work station Calm places in class Ear defenders
Sensory and/or physical Hearing impairments	Hearing impairment Visual impairment Physical impairment Multi-sensory impairment	Lap weights Hand skills interventions group Fidget toys Pencil grips Limiting bright and busy displays Carefully planned seating plans

What do I do if I think my child has SEND?

If you have any concerns about your child or think they are showing signs of neurodivergence, please come and talk to us. Your child's class teacher knows them well so we would advise speaking to them first but you can always request the SENDCo attends as well. If, after discussion, you would like to pursue a diagnosis, there are a variety of different avenues that we can explore depending on the need. For example, for autism or ADHD, school can make a CAMHs referral or parents can seek a referral though the 'Right to choose' route via their GP. There are also private assessors that we can signpost parents too. For Cognition and Learning needs for example. a dyslexia or Dyscalculia assessment these have to to be accessed privately by parents.

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. Her dedicated SEN working day is a **Thursday.** Mrs Wells has recently completed the National Professional Qualification in SEN. She also organises the Bicester Schools' SENDCo partnership meetings, in collaboration with three other local SENDCos. 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 SEND training, and are supported by the SENDCO to meet the needs of pupils who have SEND.

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, see below for more details)
- Training in trauma from the Mulberry Bush School
- Pathological Demand Avoidance (PDA) training
- Colourful Semantics training
- Adaptive teaching strategies
- PACE language. PACE stands for Playful, Acceptance, Empathy, Curiosity. It is a way of speaking to children who are dysregulated to help them to feel safer and understood.

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 SEND provision both in the classroom and through interventions (listed in the table above).

We aim to ensure that all staff working with pupils who have SEND possess a working knowledge of their difficulty as well as access to specialist advice and training.

Thrive

We are very fortunate to be a Thrive school. Thrive is a systematic, trauma sensitive approach that supports children and young people's social and emotional well-being. We currently have one Thrive practitioner who supports children who we have identified as needing support with their social and emotional needs and have another member of staff currently in training. Support is offered as 1:1 sessions or in small groups as well as weekly whole class sessions which take place with the class teacher.

Here is a link to find out more about Thrive https://www.thriveapproach.com/thrive-online

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

- Early Years advisors
- 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
- The Mental Health Support Team (MHST). This is a branch of CAMHs that we work closely with. We have a dedicated MHST support worker who offers a wide range of support. This has included delivering training to parents in groups and 1:1. They have also delivered lessons in class with our pupils to support with transitions. This has been hugely impactful in helping parents support their children who are going through anxieties or behavioural difficulties at home.

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

How will my child be supported in transition?

Transitioning into Early Years
Many of our children join us in the term after they turn three so we have the benefit of knowing them from when they are very young. This enables us to identify if there are any SEND needs early and put appropriate support in place.
For children that join us in reception from other settings, we offer additional transition sessions and visits to their nursery settings. Where we have SEND children joining us from nurseries, we work closely with the Early Years team from the Local Authority to ensure we have gathered as much information as possible on that child and professionals working with them. Additionally, we can provide home visits and transition booklets to make the transition to school as positive as possible.

Transitioning to a new class
At Charlton-on-Otmoor CE Primary School SEND 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 SEND 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 SEND 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.

Admission arrangements for children with a disability

The admission of children with disabilities is considered in the first instance in the same way as non-disabled children. Further considerations are made in the light of need and accessibility. The school will work with parents/carers and other agencies involved to ensure that appropriate provision could be provided. It is the school policy to accommodate children with disabilities should parents wish and individual needs are planned for to prevent any children with disabilities being treated less favourably than other children.

In practice, we ensure that classroom and extra-curricular activities encourage the participation of all children, including those categorised as having Special Educational Needs and Disabilities.

Existing facilities provided to assist access to the school by children with disabilities:

Step free access to the school site and into the school buildings, 1 disabled parking bay is available by the gate to school.

Carpeted classrooms to aid hearing impaired children' learning.

Routes to the main entrance are clearly signed and free from obstructions

A Disabled toilet is available

Our lower level has wide corridors and we have lift access to upstairs classrooms typically wide corridors and access routes.

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 SEND 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 SEND support plans or EHCPs are consistent and complement one another.

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 should I do if I have a complaint about my child's SEND support?

We will do everything we can to best support the SEND children in our school. We aim to keep in regular communication with our parents. However, if you do have a complaint about our SEND 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

SEND Glossary
Charlton-on-Otmoor CE Primary School

Key terms, acronyms and definitions used in the SEND Information Report 2026-27.

Term	Definition
SEND	Special Educational Needs and Disabilities.
SENDCo	Special Educational Needs and Disabilities Coordinator.
EHCP	Education, Health and Care Plan.
EHCNa	Education, Health and Care Needs Assessment.
LA	Local Authority.
CAMHS	Child and Adolescent Mental Health Services.
MHST	Mental Health Support Team.
TA	Teaching Assistant.
HLTA	Higher Level Teaching Assistant.
SEMH	Social, Emotional and Mental Health needs.
C&I	Communication and Interaction.
C&L	Cognition and Learning.
PEP	Personal Education Plan.
CWCF	Children We Care For.
Adaptive Teaching	Teaching adjusted to meet different learning needs.
Graduated Approach	Assess, Plan, Do, Review cycle for SEND support.
Monitoring List	Internal list of pupils whose needs are being monitored.
SEND Register	Formal school record of pupils requiring SEND provision.
Universal Offer	Support available to all pupils.
Reasonable Adjustments	Changes made to ensure accessibility and inclusion.
Individual Support (Previously Pupil Profile)	Document outlining SEND targets and support.
Thrive	Trauma-informed approach supporting wellbeing.
PACE	Playfulness, Acceptance, Curiosity and Empathy communication approach.
ADHD	Attention Deficit Hyperactivity Disorder.
ADD	Attention Deficit Disorder.
Dyslexia	Learning difficulty affecting reading and spelling.
Dyscalculia	Learning difficulty affecting maths.
Dyspraxia	Difficulty affecting coordination and motor skills.
SENSS	Special Educational Needs Support Service.
Educational Psychologist	Specialist who assesses learning and development needs.
Visual Timetable	Visual schedule of daily activities.
Intervention	Targeted support programme to address a specific need.