



West Witney Primary School

SEND Information Report

July 2025

Number of children on roll: 449

SENDCo: Mrs Helen King

SEND Governor: Lisa Upson and Alice Green

The following pages set out information about our provision for children and young people with special educational needs or disability (SEND).
They are updated annually.

Which special educational needs for which provision is made at our school:

West Witney Primary School provides support for children and young people with a wide range of special educational needs including those with:

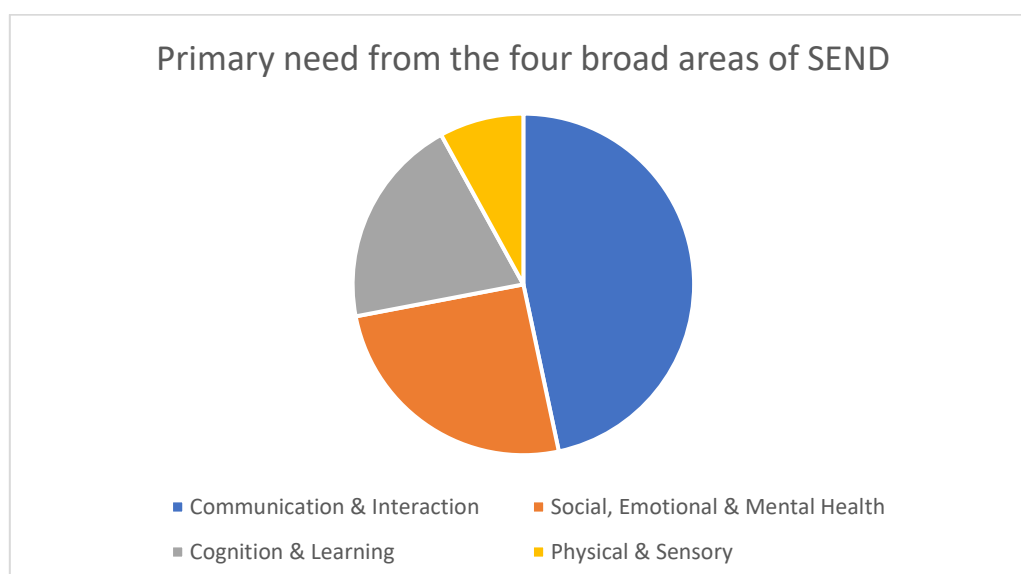
- **Communication and interaction needs;**
this includes children who have speech language and communication difficulties including autistic spectrum conditions.
- **Cognition and Learning needs;**
this includes children who have learning difficulties and specific learning difficulties such as dyslexia, dyspraxia and dyscalculia.
- **Social, Emotional and Mental Health needs**
this includes ADHD
- **Sensory and/or Physical needs;**
this includes children who have visual or hearing needs, or a physical disability that affects their learning

We are a mainstream school with 449 on roll. 17% of which are currently on the SEND register.

Here is a breakdown of the current SEND across the year groups:

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
6	8	9	11	8	9	16	8
inc 1 EHCP 1 x EHCNA 1 x offset	inc 3 EHCP 2 x offset	inc 1 EHCP 1 x EHCNA	inc 1 EHCP 2 x EHCNA	inc 1 EHCP	inc 4 EHCP	inc 3 EHCP	inc 1 EHCP
						Total EHCP	75 16 (+2)

Here is an overview of the primary need of SEND within West Witney. Please note, children often also have a secondary need alongside a primary need.



Our special educational needs and disability co-ordinator (SENDCo) is Mrs Helen King. Our governors with responsibility for SEN are Lisa Upson and Alice Green.

Our SEN policy can be found here: www.westwitneyprimaryschool.co.uk

Our Equality Scheme and Accessibility Plan can be found here:

www.westwitneyprimaryschool.co.uk

How do we identify children with SEN?

At West Witney Primary School we believe that working in close partnership with parents is essential to providing a supportive approach to helping children. If the class teacher has any concerns about the progress or attainment of a child, they will be discussed with the Special Educational Needs and Disabilities Co-ordinator (SENDCo) and parents. A referral to external agencies may be made with the consent of parents if it is considered necessary.

The school uses Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'.

The guidance sets out:

- How we identify if a child or young person has a special educational need.
- How we assess children and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs
- How we review progress and agree outcomes and involve parents/carers and their child in this.

Click here to read it:

Foundation Stage and Primary:

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreneducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>

Early Identification:

Early identification of pupils with SEND is a priority. The school will use appropriate assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/assessment.
- Working with outside agencies including medical professionals.
- The child's performance in national curriculum against age related expectations.
- The child's progress in the curriculum
- Standardised screening or assessment tools.

Children thought to have special educational needs will be placed on the school's special educational needs register and receive a level of support which could be SEN Support to begin with.

The level of support may change/vary throughout a child's time at school and this will be discussed between parents, class teacher and SENDCo at pupil progress meetings.

How do we work with parents and children/young people?

At West Witney we believe that a positive rapport with families is essential to supporting children with special educational needs. We will always contact parents if we have a concern that a child or young person may have a special educational need.

We work closely with children and young people with SEN and their parents to agree outcomes and how we will all work towards these, and then to review progress. We do this by a variety of methods tailored to each pupil's individual needs. We schedule meetings with the SENDCo, parents evening meetings and scheduled phone calls.

In any meeting with parents and children we ensure that the conversations are based on these essential elements:

- to ensure everyone develops a good understanding of the pupil's areas of strength and areas of need
- to gather the views of the child about their needs or support
- to ensure parents/carers views and concerns are taken into account
- to ensure everyone understands the agreed outcomes for the child
- to ensure everyone is clear on what the next steps are for the child and when these will be reviewed

There are also opportunities for parents and children to contribute to our policies on SEN and Equality. We do this by school council, annual parents' questionnaire and face to face meetings with individuals.

SWiFT course for parents:

This year, Mrs King has delivered the SENSS Communication and Interaction Team **SWiFT** (Schools with Families Together) course to parents with children who have a new diagnosis of ASD or are on the CAMHS register for an assessment. This will become a yearly programme for parents to continue to access the course for support and understanding.

What is it?

SWiFT is a training programme for schools developed by the Communication and Interaction Service (C&I).

SWiFT provides the opportunity for schools to:

- Learn more about the children they support
- Promote a consistent approach across home and school
- Guide parents/carers through practical strategies they can use with their children
- Direct parents/carers to relevant resources
- Give parents/carers the opportunity to meet with other parents who have had similar experiences and to gain support and learn from each other

Who is it for?

Parents/carers who have a child with a diagnosis of autism.

What does it cover?

SWIFT consists of four Modules that explore key aspects of autism, development and learning. Each Module has activities, films, key resources and strategies.

How is it delivered?

- The C&I Specialist Advisory Teacher and the SENDCO plan the training together.
- The model of delivery is flexible based on the needs of schools and their parents.
- Each module lasts approximately 1.5 hours and is an information presentation with lots of opportunities for discussion between parents.

How much does it cost?

- SWIFT is offered free to schools by the Communication and Interaction Service as part of the Universal offer of support.

Click the link to find out more: [SwiftUpdate.pdf \(oxfordshire.gov.uk\)](https://www.oxfordshire.gov.uk/swiftupdate.pdf)

How do we adapt the curriculum and learning environment to support children with SEND?

We offer a broad and balanced curriculum for all children and young people including those with SEN. The way we adapt the curriculum and the learning environment for children with SEN and disabled children is set out in the School Accessibility Plan which can be found on our school website.

We have a school funded alternative provision for children who require this space during learning time and playtimes. Our school has a trained ELSA (emotional literacy support assistant) who runs group interventions as well as planned 1:1 sessions with pupils. Alternative provision for lunch time is run by teaching staff, which is available for all pupils in school.

The class teacher, supported by the SENDCo, considers how the approaches to planning and teaching can be adapted to ensure that individual pupils' needs are met.

The approaches may include:

- Differentiated teaching - giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, giving small step instructions
- Timetabling of support
- Implementing strategies from outside agencies
- Providing additional resources or adapting current resources and staffing
- Using recommended aids such as laptops, coloured overlays, visual timetables, task boards
- Providing ICT resources
- Ensuring that the environment is suited to the pupils needs
- Delivering interventions to support gaps in learning as well as pre-teaching new methods.

Continued Professional Development (CPD)

CPD for Staff is important to ensure staff are updated with new initiatives and evidence based teaching and learning. Training is delivered by staff who are leading a subject area or specific strategy and outside agencies.

CPD 2024-2025

- Staff audit to identify staff training opportunities
- Relentless Routines
- Transitions (Delivered by The Mulberry Bush Outreach)
- Demand Avoidance (delivered by the OCC Educational Psychologist)
- Literacy Difficulties (delivered by the Educational Psychologist)
- Adaptive Teaching – evidence-based research and strategies
- Mulberry Bush In Reach support for alternative provision and supporting staff who work with pupils with SEMH
- OCC Sensory In-Reach CPD for staff
- Diabetes – ongoing training for staff and new to supporting pupils with diabetes.
- Supervision for SENCO, Nurture Team and Inclusion Teacher (facilitated by OCC EP and Mulberry Bush Outreach Team)

This year we have appointed an **Inclusion Teacher** to support pupils with complex needs. The Inclusion Teacher also supports staff with transitions back into class, adapting teaching and learning approaches to support a successful re-integration into the pupils' home-class.

This year, we have introduced a **Nurture Team** of staff who support pupils' EHCP targets, social and emotional needs and nurture check-ins. The team support pupils regularly or ad-hoc, depending on the needs.

West Witney are now part of the EPA Trust partnership and Mrs King joins the SENDCo support groups to link up and share resources, access further training and receives targeted training where necessary. The EPA School Improvement Lead offers support where required and will carry out SEND reviews to ensure the correct support is in place for staff and children.

Accessibility

Our building is accessible for wheelchairs and adaptations have been made to make all areas of the school safe and easy to get around for all our pupils. We have specific risk assessments and accessibility plans in place for individual pupils who require specialist provision.

Nurture Programme 2023-2025

West Witney Primary School and Nursery have completed a two-year programme to support pupils with social and emotional barriers to learning which has been facilitated by The Mulberry Bush School. The accreditation of being an official **Nurture school** will be completed in Autumn term 2025 following a successful application and assessment with Nurture UK. The Mulberry Bush Outreach Team can continue to support staff and the

school where required. We now plan to reach out to other year groups as the programme develops school-wide. We will deliver The Mulberry Bush Social and Emotional Curriculum to support this.

You can find more information about our Nurture Programme in this link: [\(link to leaflet to be added\)](#).

What is our approach to teaching children with SEND?

West Witney has a wealth of experienced staff who are keen to ensure they support children with SEND appropriately. Teachers are responsible and accountable for the progress and development of all the pupils in their class. Quality-first teaching is our first step in responding to pupils who have SEN.

In addition to quality-first teaching, for pupils requiring additional support with learning, we use a variety of support strategies:

- Additional adult support where appropriate to complement the work of the teacher.
- Small targeted group support through subject specific interventions
- Individualised support through subject specific interventions
- Pre-teaching and over-learning sessions ahead of or in follow up to class learning
- Personalised provision where appropriate through targeted and assessed pre and post intervention.
- Personalised provision through adapted resources, learning environments and intervention
- Specific programmes and interventions to support a specific need/barrier to learning

We actively seek out appropriate interventions as they are needed. We aim to target and support the development of phonics, language and literacy skills as well as mathematical progress from Nursery to Year 6 through targeted and well planned and well-assessed intervention and support in order to close gaps in children's learning.

We also have trained teaching assistants who provide targeted support and interventions with pupils with specific special educational needs across the school.

We have one trained ELSA who support pupils (with or without additional needs) to develop emotional and social skills using social stories and other communication and interaction support strategies. We have a Drawing and Talking TA to support pupils.

How do we know if SEN provision is effective?

The progress of all children/young people is tracked throughout the school through termly assessments in core subjects and any specific interventions which the child is accessing.

Pupil progress meetings are held three times a year and any appropriate interventions identified along with suitable staff to deliver these are discussed and reviewed.

In addition, for children with SEN we regularly review progress towards agreed outcomes assessing whether the support that has been in place has made a difference and what we need to do next. We evaluate this progress against age related expectations.

We adopt the Graduated Approach when assessing whether a child is making progress towards their targets. This follows a process of **assess, plan, do, review**.

Assess:

Data on the pupil held by the school will be collated by the class teacher/SENDCo in order to make an accurate assessment of the pupil's needs. Parents can be invited to this early discussion.

Plan:

If review of the action taken indicates that the support required is 'additional to and different from' what is being accessed already, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCo.

Do:

SEN support will be recorded on a plan (pupil profile) that will identify a clear set of expected outcomes, which will include relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

Review:

Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil. We have termly meetings (3 times a year) in addition to the parent evening meetings. In these meetings, the outcomes on the Pupil Profiles are reviewed and new outcomes are planned if required.

The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. A range of evidence will be used:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual pupils' development and progress
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and

interventions and their impact on the pupil's progress.

When we run intervention programmes for groups of children we assess how successful they have been and use that information to decide on how best to run them in the future.

Other forms of monitoring and evaluating SEN provision include:

- Using pupil questionnaires
- Monitoring by the SENDCo
- Using intervention and provision maps and tracking to measure progress
- Holding annual reviews for pupils with EHC plans

Information about how the governing body evaluate the success of the education that is provided for pupils with SEN is contained in the governors' annual SEN report.

What funding does the school receive to support SEN?

Government funding to school is based on three factors:

- **Core Education Funding** The AWPU (Age Weighted Pupil Unit) This is dependent on the total number of pupils in a school. Each pupil (both with and without SEN) is provided with a certain amount of funding to meet their educational needs.
- **Additional Support Funding (ASF)** On top of the core education funding, schools are given an additional amount of funding to meet the special educational provision of pupils with SEN. This funding comes from a particular funding stream called either the designated schools grant or schools block. This funding forms part of a school's 'notional SEN budget'. Currently, the government suggests that a school should use their notional SEN budget to fund up to £6,000 worth of special educational provision for a pupil with SEN. This is an average figure, as not all pupils with SEN require special educational provision beyond the amount of £6,000. It should heavily depend on the individual needs of each pupil with SEN. Additional support funding is used for pupils requiring special educational provision, including, for example, the commissioning of external experts such as therapists to attend a school and provide support.
- **Top-up Funding** If a school requires funding that goes beyond the maximum £6,000 to provide a pupil's special educational provision, then depending on the assessed needs of the pupil concerned, the LA will provide the required funding from the LA's high needs block.

What expertise can we offer and what is the role of the SENDCo?

Our SENDCo, Mrs Helen King, is a qualified teacher and has completed the National Award in SENCo Co-ordination.

The SENDCo and the rest of the Senior Leadership Team oversee the provision and monitoring of children's learning and progress throughout the school and how to support the families of those children with special educational needs and disabilities. The SENDCo works in partnership with teachers, teaching assistants and a range of external educational specialists as required to best support a variety of needs.

As part of the SENDCo role, Mrs King:

- ensures the right support is put in place for children with SEND
 - advises other teachers on how to help children/groups with SEND
 - arranges training for staff so they understand different needs
 - liaises with outside professionals and refers pupils who may need further support
 - works closely with parents and carers on a regular basis to talk with them about their child's needs and listen to any ideas or concerns they may have.
-
- All staff have regular internal or external training on specific areas of SEND, depending on the need.
 - The SENDCo manages and supports the continuing professional development of teaching assistants who work 1:1 with individual pupils.
 - Our SEN governors, Lisa Upson and Alice Green, meet with the SENDCo regularly to review the SEN provision across the school.
 - All staff have basic awareness level training in identifying children with special education needs and this is reviewed every year or when necessary.
 - We have staff who have received enhanced training in dyslexia and autism.
 - A group of staff have training in anaphylaxis first aid and administering EPIPENS for identified children.
 - EYFS staff hold the paediatric first aid qualification.
 - Teaching assistants are trained to support the needs of the children they work with.
 - Teaching assistants receive workshops/group check-ins run by the SENDCo to support them in sharing best practice or resources and seeking advice.
 - Alongside our NHS SaLT, we employ a private SaLT therapist to support pupils with ASD, communication, speech and language needs.

The SENDCo involves other agencies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils. These services include:

- Educational Psychology
- SENSS, various teams of professionals who support children with communication and language, complex needs, sensory needs and physical needs including transition to secondary school.
- Behaviour Support (OCC Behaviour Inclusion Team)
- Child and Adolescent Mental Health Services (CAMHS)
- MHST (Mental Health Support Team)
- Oxfordshire School Inclusion Team

- Early Intervention (LCSS)
- Children's Social Care
- Speech and Language (NHS and Private)
- Attendance Team
- Exclusion and Reintegration Team

At West Witney Primary School and Nursery this year, we have continued to support the increasing number of children with SEMH needs and this has reflected on their readiness to learn. One complex case has resulted in the school outsourcing extra funding, additional outside therapeutic agencies to the child. This is alongside liaising with Exclusion and Reintegration Team and ensuring there is a team around the family.

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages and their Local Offer:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>

At West Witney we ensure that we always discuss the involvement of specialist SEN services with parents first. We also work with other services and organisations that are involved with a family, with the family's permission.

How are children and young people with SEN helped to access activities outside of the classroom?

All children and young people are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what will happen.

This year, various pupils have accessed extra-curricular events after school such as Boccia.

There is information about activities and events for disabled children and those with SEN in Oxfordshire in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's accessibility strategy can be read at:

<https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/schoolsaccessibilitystrategy.pdf>

What do we do to support the wellbeing of children/young people with SEN?

Throughout the year we have recruited a Nurture Team who will be supporting a range of emotional and well-being needs moving forward. This includes two ELSAs (emotional

literacy assistants); Girls on Board programme leader for KS2 girls, Drawing & Talking support for children who find it difficult to share their feelings; play therapist assistants, and more. We also employ a speech and language therapist and an assistant who oversee the assessments and develop interventions around communication skills as well as speech, vocabulary and language. We will look to broaden the repertoire of expertise within our staff as we move through the year.

All children can share their views through their Pupil Profile or Pupil Passport which is updated three times per year. Other opportunities include; School Council, Sports Leaders and Head Boy and Head Girl representatives.

We listen to the views of children/young people with SEN by undertaking questionnaires and surveys and providing opportunities for them to talk to trusted adults.

We take bullying very seriously. We help to prevent bullying of children/young people with SEN by holding values assemblies, PSHCE lessons, nurture groups, ELSA work, alternative provision when required, a programme of e-safety awareness and developing and maintaining positive relationships with parents.

Please also refer to the information about the Nurture Programme outlined above. Or click the link [\(link to be added\)](#)

Joining the school and moving on

We encourage all new children to visit the school before starting. For children/young people with SEN we encourage parents to discuss their child's individual needs with the class teacher, SENDCo and Headteacher.

We begin to prepare young people for transition into the next stage of their education by liaising with the next setting and sharing information about each child who receives additional support in school. We also complete, where appropriate, transition books and additional visits for pupils moving between classes/schools.

Who to contact if you have a concern

If you are concerned about your child please do not hesitate to speak with your child's teacher in the first instance. If you are still concerned or would like further advice, speak to your SENDCo, Mrs King.

Contact the SENDCo or Headteacher through the school office email: office.2601@west-witney.oxon.sch.uk

If you'd like to feed-back, including compliments and complaints about SEN provision please contact the SENDCo or Headteacher office.2601@west-witney.oxon.sch.uk

SENDIASS Oxfordshire works within the bounds of the legislation, guidance and quality standards to ensure it provides impartial information, advice and support to parents and carers of children with SEND, and children and young people themselves through the CHYPSS (Children and Young People's Partnership Service) element of SENDIASS. It promotes partnership between parent and carers, Children, Education and Families Services, schools and other agencies. (taken from SENDIASS website)

If you'd like impartial advice please visit the SENDIASS website: <https://sendiass-oxfordshire.org.uk/>

Further information

If you'd like to know more about opportunities for children and young people with SEN and their families, support groups or information about SEN these are listed in the Family Information Directory: <http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's Local Offer contains lots of information for parents:
<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>