



Annual SEND Report to Governing Body

School: Watchfield Primary School	Date of report: September 2025
SENCO / leader completing report: Jane Titterington	SEND Governor: Aaron Deacon

SEND Profile (July 2025 figures)

SEN Stage	Number of pupils	% of whole school	National %
No SEN	261	79	
SEN Support	55	16.5%	14.2%
Education, Health and Care Plan (EHCP) This data reflects those EHCP's given by the end of the academic year with 13 at the start of the year).	15	4.5%	5.3%
Any High Needs Funding (HNF) or EHC needs assessment applications currently in process?			
<ul style="list-style-type: none"> This data reflects those children who acquired their EHCP during the year which accounted for 4 children. 			
Any HNF applications or EHC needs assessments applied for but refused?			
<ul style="list-style-type: none"> No 			
Any significant changes in the SEND profile since last year?			
<ul style="list-style-type: none"> Number of EHCP's dropped considerably this year due to year 6 children leaving (4 of whom has EHCP's) and our higher needs pupils in pre-school (4 children) moved to another local school (due to the location of the school being closer to their home). Number of EAL children with additional SEN needs has increased with teacher identification being supported by the SENCO. Two parental requests for deferred entry (one in pre-school which was granted by head of school and governors and one in reception which was declined by Oxfordshire County Council). Focus on Early Identification increased number of children with SEN recorded in pre-school, reception and year one. Cognition and Learning needs have been a focus this year due to cohort. 			

Area of Need	% of SEN pupils
Cognition and Learning	47%
Communication and Interaction	32%
Social, Emotional and Mental Health	16%
Sensory and/or Physical	5%

SEND Staff (please list all current SEND staff or note any changes in the last 12 months)

Name of staff member	Role	Qualifications if relevant
Jane Titterington	SENCO	Nasenco Award SpLD/Dyslexia: Level 7 (APC holder)

Equality and accessibility arrangements

Have any changes been made to the school's accessibility arrangements in the past 12 months e.g. updates to the Accessibility Plan or Equalities Objectives?	Accessibility plan was updated this year.
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Progress and Achievement of SEND pupils

Reception:		
Number of Pupils (9: 2 EHCP and 7 SEN Support)		% Expected
Communication and Language	Listening and Attention	78%
	Speaking	56%
Physical Development	Gross Motor Skills	89%
	Fine Motor Skills	67%
Personal Social and Emotional Development	Self-Regulation	67%
	Managing Self	67%
	Building Relationships	67%
Literacy	Comprehension	67%
	Reading	44%
	Writing	22%
Mathematics	Number	44%
	Numerical Patterns	67%
Understanding the world	Past and Present	78%
	People, culture and communities	78%
	The natural world	78%
Expressive arts, designing and making	Creating with materials	78%
	Being Imaginative and Expressive	78%
Phonics Screening:		
Number of Pupils		% Pass
Year One:		71%
Year Two (re-sit):		33.3%

Year Two:

	Writing (% Expected)	Reading	Maths	Combined
SEN Support	17%	50%	34%	17%
EHCP	0	50%	50%	0

Year Six:

	Writing	Reading	Maths	Combined
SEN Support	36%	45%	18%	14%
EHCP	0	50%	0	0

Attendance and exclusions of SEND pupils

	% - SEN	% - Non SEND
% attendance	95.7%	95.2%
Suspensions	There were 6 suspensions for children who have been identified as having special educational needs which resulted in 11.5 days out of school.	There was 1 suspension for a child who have not been identified as having special educational needs which resulted in 1.5 days out of school.
Permanent exclusions	0	0

Any actions required?

Context

- Considerable reduction in the number of exclusions.
- One child was supported with a move to specialist provision in September 2025 (from work documented in last year's report). He attended Watchfield on a reintegration timetable with access to 1:1 support and the use of Alternative Provision.
- Nurture project was unable to run this year due to staff resignation; however, Nurture UK Accreditation was achieved with work led by Lisa Willison (Deputy Head).

Actions

- To develop recording systems to ensure all staff are aware of attendance and its profile is raised.
- To develop the use of parent workshops focussing on SEN needs.
- To develop child voice with the use of the 'superhero club.'
- To ensure a child has access to linked documents of support. Such as pupil passport and behaviour plans.
- To continue to work with External Agencies as required; utilising all support available.
- To further develop capacity with staff to support children with challenging SEN needs.
- To continue to develop the use of a school led Alternative provision; viewing the setting up of break out rooms, sensory rooms, forest/nature provisions using staff resources.

SEND Funding

Type of funding	Top up / HNF
Total received in last 12 months	<p>£93,850.20</p> <p>This figure may vary due to:</p> <ul style="list-style-type: none"> • 1 EHCP child leaving in February. • 4 Children’s EHCP’s coming in mid way through the year. Calculations have been made from dates of leaving or arriving. • Early Years Inclusion funding was provided for one child but this was deferred until September due to difficulties with staff recruitment (this has not been calculated).

SEND Provision

What new provision / interventions / resources have been on offer for pupils with SEND over the last 12 months?	<p>Alongside the interventions listed in the previous report (2023 – 2024):</p> <ul style="list-style-type: none"> • Alpha to Omega • Nessy (for a small number of children) • Number Stacks • Attention Autism • Language aided Boards • May I Join You • Increased use of technology with assistive technology features. • Use of pre-teaching in maths. • Review and refinement of access arrangements.
What has been the impact of the above in-school provision?	<ul style="list-style-type: none"> • Percentage of SEN achieving Expected and above has increased. • Confidence to use a range of interventions has increased
What have been the most effective provision / interventions / resources and why?	<ul style="list-style-type: none"> • Developing the use of pupil passports. • Developing the use of provision maps in every class/phase. • Developing the use of widget to support lessons and increase accessibility. • Access to bespoke learning plans where necessary. • Use of pre-teach and number stacks for maths provision – including joined up working with the maths co-ordinator. • Pastoral team (Sharon Talbot and Sharon Jacobs) provision continues to be strong.
Which external professionals have been involved in providing support? What has been the impact of external agency work?	<ul style="list-style-type: none"> • Education Psychology (Jess Delacata) • Communications and Interactions Team (Rhonda Oliver) • CAMHS (OXCC) • CAMHS (Swindon) • Be U, Swindon • Speech and Language (Charlotte Bryce) • Exclusions team (Clare Roberts) • Behaviour support Service • Hearing Impairment team/Teacher of the Deaf • Alternative Provisions: <ol style="list-style-type: none"> 1) Oaskey Care Farm

Complaints relating to SEND

<p>If there have been any complaints relating to SEND in the last 12 months, please record them briefly here with outcomes.</p>	<p>One Complaint which was managed by Jude Scutt (Executive Head) with joined up working from Head of School, SENCO, Class teacher and Educational Psychologist to support mediation.</p>
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SEND Self-evaluation summary

<p>What are the key strengths of the SEND provision?</p>	<ul style="list-style-type: none"> • Developing voice of SEN; to ensure provision is included in all areas of the school. • In house training offer to support staff which covers maths, phonics, all four areas of SEN need, pastoral interventions etc. • Developing understanding of Early Identification. • Relationships with External Agencies.
<p>What are the identified key priorities and actions for development of the school's SEND provision for the next 12 months?</p>	<ul style="list-style-type: none"> • Improve attainment for SEND pupils and ensure all staff are ambitious in their expectations. • Develop the use of additional assessment tools such as Oxfordshire Developmental Journal, Norfolk Assessment Pathway, assessments pre and post interventions alongside school assessments to accurately track progress for children working Below the expected standard. • Continue to develop the use of assistive technology within the school with the use of new technology due in September 2025 • Ensure SEN perspective is captured in all subject policies and develop SEN in my subject documents to ensure they are being used effectively. • SENCO to support planning of subjects to ensure there are adaptive teaching methods in place; focus on literacy in the first term. • Refine the range of provisions (both in and out of class) offered, to ensure these are fit for purpose, well-resourced and staff are trained in them. • Develop the SEN pupil voice with the use of the Superhero club.

Actions/successes

<p>From Last year's Priorities:</p> <ul style="list-style-type: none"> • Improve attainment for SEND pupils Attainment increased in year 1 phonics check, year 2 and year 6 data but decreased in reception data. • Improve attendance of SEN pupils. Attendance of SEN pupils increased this year (in line with whole school). • Develop the use of assistive technology within the school and have capacity to ensure this can be developed year on year in line with pupil use. Targeted children had access to individual laptops, where interventions used technology these were embedded into the school day. Technology is slow but is currently in the process of being updated in readiness for term 1 or 2.

- **Refine the use of one-page profiles, outcome plans, provision maps, EHCP targets to have a robust and transparent system.**
New paperwork with Pupil passports for SEN Support children, access to provision maps for classes and Pupil passports for pupils which maps statutory provisions has allowed more transparency and accountability which will be on-going.
- **Refine the range of provisions (both in and out of class) offered, to ensure these are fit for purpose, well-resourced and staff are trained in them.**
Interventions and in class provision constantly being updated with the use of assessments prior to support to pinpoint progress.
- **Ensure staff have appropriate training in Adapted Teaching Techniques.**
Delivered as a joint piece of work by heads of school at Watchfield and Shrivenham.
- **Support SEND pupils to feel ownership of their learning and development, viewing Super powers rather than barriers.**
Pupil voice captured in pupil passports. Development of this for 2025 – 2026 with superhero group.
- **To develop relationships with parents to ensure a transparency in what we offer.**
Developing with parent survey to capture next steps.
- **Ensure accuracy of assessment data.**
On-going work with assessment lead to include introduction of Norfolk assessment tool as required.

Additional actions/successes:

- Class folders introduced with Claire Hartley (curriculum lead) to ensure all staff have access to key documents.
- Introduction of Pupil Passports which replaced previous electronic platform; the new format allows the use of a one-page profile, pupil and parent voice, targets and transparency on universal and targeted support.
- Links with OXCC continue to be strong and ensure joined up working.
- Year 5 EHCP transition reviews for six children held in March with parents supported with choices prior to meetings. SENCO has worked with SEN Officer to provide additional evidence where required.
- Educational Psychologist support continued to be used creatively with the use of coaching, support for parents and for individual children.
- Pre-school audit being used to support SEN provision in the setting.
- Use of termly Senco meetings with classes has ensured all outcome plans are assessed, monitored and updated termly.
- Outcome plans feed into provision maps which are easily accessible.
- Nurture accreditation achieved.
- Greater transparency into how Higher Needs funding is spent with adapted passports for EHCP children.

Concerns

- SENCO secondment to work across two schools impacted on her ability to attend ELT and staff meetings. Due to working two days a week this impacted on her ability to observe and support in class.
- National SEND picture continues to be challenging; with a number of children not having access to specialist provisions which match needs.
- Ensure funding is available to provide support for SEN Support.
- Ensure funding is available to purchase resources for universal provisions required.
- Consistency of provision across all year groups.
- Consistency of communication with parents across all year groups.
- Lack of parental SEN workshops; due to both uptake from parents and availability to deliver workshops.
- Change of pathway for some external agencies, liaising with double the number of agencies due to school's position on a border and working with both Swindon and Oxfordshire agencies.
- Joined up link between SEN training offered to support staff compared to teachers.

- Waiting lists remain high which can cause concern with parents. Develop consistent voice with pastoral, safeguarding and SEN to ensure there is a social model at Watchfield rather than a medical model which leads to 'waiting for a label.' The use of pupil passports has supported this change.
- Develop a robust transition package which is timely and allows for relationships to develop prior to September.
- Training package to support high needs children (national picture).
- Recruitment of Teaching assistants continues to be a significant challenge in the local area, especially where adverts are sent mid-way through the year.

Next academic year

- Improve attainment for SEND pupils and ensure all staff are ambitious in their expectations.
- Training programme offered to teaching assistants to be joined up to allow teachers to access (at present this is shared via minutes and powerpoints).
- Embed the use of assistive technology with new devices.
- Continue to scrutinise the effectiveness of interventions (these have been scaled down this year).
- Develop the use of additional assessment tools such as Oxfordshire Developmental Journal, Norfolk Assessment Pathway, assessments pre and post interventions alongside school assessments to accurately track progress for children working Below the expected standard.
- Develop parental workshops and access to training.
- Develop the use of a superhero club to capture and empower children with SEN at Watchfield.
- SENCO to support subject leads and ensure they are confident in their knowledge of supporting SEN children in their subject.
- Develop a transition package to support transition in September (lead by SLT).
- Ensure new cohort of reception children are supported effectively with staff to have access to training. Need to develop use of additional space to ensure High Needs children's needs can be met.