



SEND Information Report 2025 – 2026

This report sets out information about our provision for children and young people with special educational needs and disabilities (SEND). It is updated annually.





1.		Special Educational Needs in our School
----	--	--

Watchfield Primary School aims to provide for children with a wide range of special educational needs including those with:

Cognition and Learning (C & L) 	Communication and Interaction (C & I) 	Social Emotional and Mental Health (SEMH) 	Sensory and Physical
<p>for example, where children have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy</p>	<p>for example, where children have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others</p>	<p>for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing</p>	<p>for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment</p>

Descriptions taken from the Code of Practice [SEND code of practice: 0 to 25 years - GOV.UK](#) (Children do not always fit a category so may have a primary and secondary need).

The percentage of children within our school who fall under each category is given below (please note some children may have needs which fall under more than one need – the information given provides primary need only):


Cognition and Learning (C & L) 	Communication and Interaction (C & I) 	Social Emotional and Mental Health (SEMH) 	Sensory and Physical 
46%	34%	16%	4%

Equality and Accessibility

The Equality Act, 2010 definition of a disability is:


'A person has a disability for the purposes of this Act if he/she/they has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.'

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions so not necessarily have SEN, but there may be a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

2.		Where to find further information about Special Educational Needs:
----	---	---

Further information about SEN can be found within the following policies

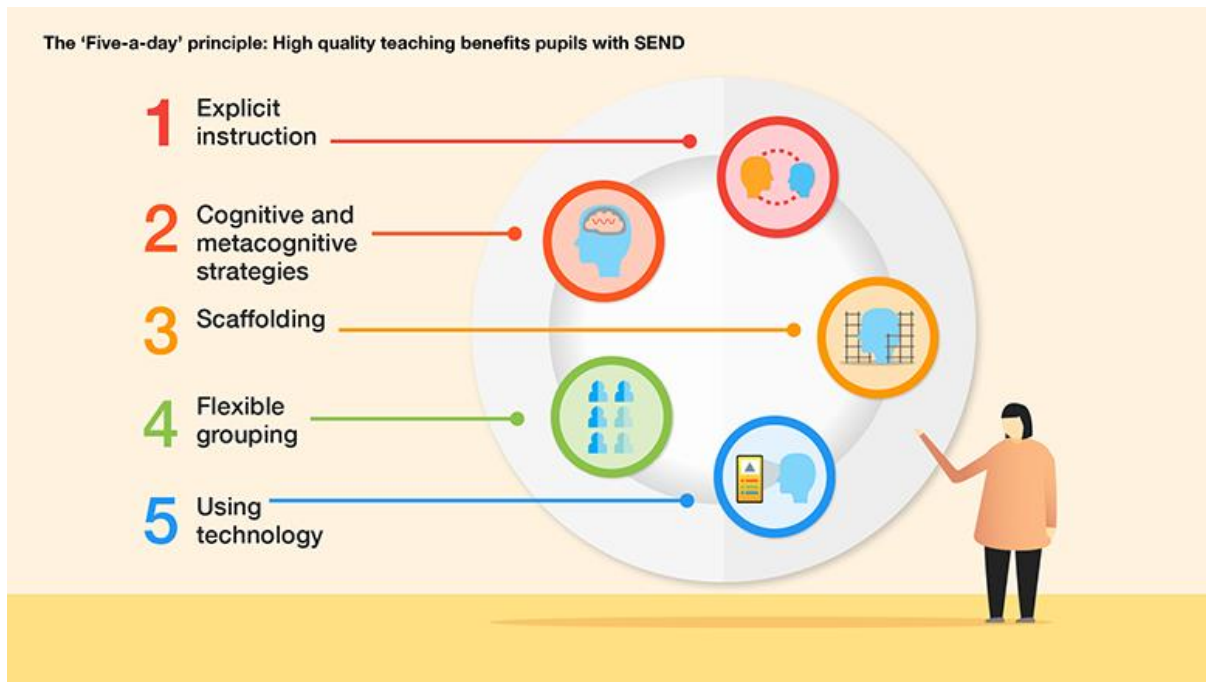
- SEN POLICY
- Safeguarding policy
- Behaviour policy
- Complaints Procedure
- Medical conditions
- Admissions arrangements
- **Accessibility Plan**
 - Under the Equality Act, 2010, all schools are required to have an Accessibility Plan which details how the school will:
 - Increase the extent to which pupils with disabilities can participate in the school curriculum.
 - Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
 - Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

3.		How is SEN co-ordinated across the school?
----	---	---

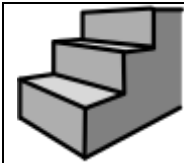
We aim to ensure all of our teachers are teachers of SEN. They aim (**change this to strive rather than a second 'aim'?**) to provide the best outcomes for all our children through their knowledge of a child's needs and knowledge of the curriculum, and can adapt their teaching to suit the needs of their class. To do this they are supported by teaching assistants who work within teaching teams in the year group.

	Universal Provision forms the foundation for all our support and comprises of High-Quality Teaching that is made available to all.
---	--

To support this all teachers have had access to training which encompasses the 'five a day.' This was led last year by previous head of school, Sarah Wilson.



What is next:



In some cases, even with the Universal offer and high-quality Teaching, children may be identified as requiring additional support. **The graduated response** is used to identify children who may benefit from additional support.

This provision is overseen by our special educational needs co-ordinator (SENCO), Miss Jane Titterington. She is a qualified teacher and holds the National SENCo Award. She works at the school three days a week.

She works closely with children, teaching assistants, teachers, parents, Subject Leads, Extended Leadership Team, Senior Leadership team and Cambrian Learning Trust Leadership staff to oversee the provision and monitoring of children's learning and progress throughout the school.

She can be contacted through the office phone on: 01793 782623 or by email: Jatitterington@wat.cambrianlt.org

Our SEN Governor is Aaron Deacon who can be contacted via the school office: 01793 782623 or office@wat.cambrianlt.org

4.		How we identify SEN
----	---	----------------------------

At different periods in a child's time in education, they may have a Special Educational Need.


Learners can struggle to make progress for many reasons:

- Absence
- Attended many schools.
- Have English as an Additional Language (EAL)
- Have concerns such as home life which may distract from their learning.
- Being a Looked After or Previously Looked After Child.

However, this does not mean that all vulnerable learners have SEN. Only those with a learning difficulty or disability that requires support which is 'additional to or different from,' high quality class teaching, differentiation and routine intervention intended to overcome the barrier to their learning will be identified as having SEN.

At Watchfield, we are committed to ensuring that all learners have access to learning opportunities, and those who are at risk of not learning, we will intervene and support their needs.

Our attendance lead (Mrs Willison), EAL lead (Mrs Wilison), Safeguarding team (lead by Mr Hatcliffe), pastoral team (lead by Mrs Talbot) and designated LAC teacher (Mrs Devereaux) may work with a child and their family to support barriers to learning which are not, necessarily a SEN need.

5.		How we Assess, Plan, Do and Review.
----	---	--





At Watchfield we identify children with SEN using cycles of Assess – Plan – Do – Review (APDR).

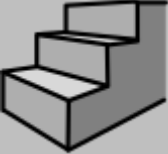
The Senco meets with class teachers formally every short term. Children's progress is shared and next steps are considered.

Where a child is raised as a concern, a plan of increased support and monitoring is recommended to view progress. This cycle usually takes a short term to view impact.

Where a child is on the SEN Register, they are placed as **SEN Support**

- Child is discussed at SEN review meetings. Outcomes are discussed and reviewed, new targets are set and provision is reviewed. This information will be updated on a child's learning passport and added to a class provision map. Provision will always include in class support as much as possible with small pockets of 'intervention' out of class where required.
- Parents are invited to meet with the class teacher to share new passports and be updated on progress. This is a formal meeting with the passport signed and any difficulties or concerns raised. The SENCO can attend these meetings if required.
- Children are informed of their targets in an age-appropriate way; this could be explicitly, via teacher marking or via child feedback etc.
- It is an expectation that the teaching team will be aware of a child's targets and provision via pupil passports which are kept in the classroom and visible to all teaching staff – including supply staff.
- A child's needs are shared with the school via a SEN children in a snapshot document; this ensures all staff are aware of a child's needs.

	<p>Assess: The class teacher, teaching assistants and SENCO assess to view what works and what additional support may be required.</p>
	<p>Plan: A plan is created to include additional support (this could be in and out of class).</p>
	<p>Do: The plan is put into action.</p>
	<p>Review: The plan is reviewed to consider next steps ... And the process is started again.</p>

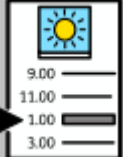
6.		Graduated Response
----	---	---------------------------

For most of our children, needs can be met via SEN Support with the school's expertise. Where a child's progress is not where it is expected then the use of External Agencies is always welcomed. This can include:





- Educational Psychologist
- Speech and Language Service
- Occupational Therapy Service
- CAMHS
- Neurodivergent Pathway
- Community Paediatricians
- Communication and Interaction Service (OXCC)
- SSENS Down Syndrome and Complex Needs Team
- Private Assessors (used and funded at parental request)
- BeU, Swindon
- School Nursing Team
- Behaviour Inclusion Team (OXCC)
- Attach Team (OXCC)

If a child continues to display high levels of need, and this is having a negative impact on their ability to make progress, even with the support already in place, the school or parents/carers can request Oxfordshire County Council to carry out a needs assessment for an Education Health and Care Plan (EHCP).





[Oxfordshire SEND local offer | Oxfordshire County Council](#)


7.		Provision we offer to support our children
----	---	---

Information and examples of Intervention and support provided in class as part of high-quality teaching.

To help with Cognition and Learning needs (C & L) 	To help with Communication and Interaction needs (C & I) 	To help with Social Emotional and Mental Health needs (SEMH) 	To help with Sensory and Physical needs 
Adapted curriculum Adapted delivery Adapted outcomes Increased visual aids Visual Timetables Now and Next Boards Illustrated word mats Writing frames Multi-sensory learning Pre-teaching Overlearning Directed adult support Support to reduce cognitive load Metacognitive approaches Coloured books Flexible spelling programme	Flexible teaching arrangements Structured school and class routines Adapted curriculum Adapted delivery Visual timetables Increased visual aids Use of symbols Multi-sensory learning Use of assistive technology Directed adult support Fiddle toys Ear defenders Weighted blanket Social stories Five-point scales Sensory Circuits Best Speech Rules Wellcomm	Relationship Policy Whole school nurture approach Directed adult support during PSHE Meet and Greet Fiddle toys Calm Space Sensory circuits Social stories Five-point scales Restorative Conversations	Flexible teaching arrangements Tailored seating plan Use of advisory teachers to support physical, hearing and visual difficulties (referrals via medical route). Use of assistive technology Pencil grips/ergonomic pens Writing slopes Sensory break Fiddle toys Calm space Wobble cushion

Information and examples of targeted Intervention or High-Quality teaching.

To help with Cognition and Learning needs (C & L) 	To help with Communication and Interaction needs (C & I) 	To help with Social Emotional and Mental Health needs (SEMH) 	To help with Sensory and Physical needs 
<p>Targeted RWI support with use of 1:1 teaching Phonics books resources (Dandelion, Talisman etc). Precision Teach Phonological Awareness games Accelerated/write Dyslexia Gold Alpha To Omega Number Stacks Priority reading</p>	<p>Targeted speech sound support Narrative Therapy Targeted language support with focus on specific rule. Reading for Meaning Socially Speaking Time to Talk TEACCH May I Join You Attention Autism Language Aided Boards</p>	<p>ELSA support Pastoral support Behaviour Support Plan Reintegration Timetable Lego Therapy Time to Talk Workstation TEACCH Job Choose system Social stories Five point scale Comic Strip Conversation</p>	<p>Hearing Friendly plan. Sensory breaks (for physical and hearing fatigue) Dough Disco Hand gym Write from the Start Use of assistive technology</p>

8.		Preparing for the next steps: transition
----	---	---

Transition is a part of life for all learners but one that can cause lots of worry. This can be transition to a new class in school, having a new teacher or moving on to another school.

We are committed to working in partnership with children, families and other providers as well as within our own setting to ensure positive transitions occur.

- **Yearly moving up transition**

Planning for transition is part of our provision for all learners with SEND. Moving classes or schools will be communicated to children and parents with the use of move-up days to offer a taster in advance of September. If necessary, the opportunity for additional transition experiences will be provided.

- **Pre-school**

For children with Special Educational Needs, communication with Pre-school begins in Term 3 – 4 (or earlier). With attendance at parental meetings, teacher and Senco visits to setting and taster sessions at the school.

- **Secondary School**

Transition to secondary school for children on SEN support will be discussed in term 5 and 6 with the opportunity for taster sessions with their new classes, as well as, the opportunity for additional visits if identified as required.

For Children with EHCP's transition to secondary school begins in year 5 where a transition annual review will take place in term 4 or 5. Secondary schools will be named through this process (both mainstream or specialist according to the needs of each individual child). The school work closely with Oxfordshire County Council and work hard to equip parents with choices and options in advance of the annual review.

- **Transitions to and from the setting during the school year.**

For children leaving our setting, we seek to contact schools in advance of leaving to ensure any paperwork is passed on and support transition to a

new school. Where possible we will seek to talk through a move with children to talk through any concerns they have.

We aim to replicate this procedure with children who are moving to our school.

In some cases, the international needs of our children and the high level of transition in July and September means this process cannot always take place on a 1:1 basis.

9.		Information about expertise and training of staff in relation to SEN
----	---	---

Support staff have weekly training on a range of support strategies. This is co-ordinated by the SENCO but all teaching staff are invited to share information to ensure support is universal.

Training includes:


- Autism
- PDA (Pathological Demand Avoidance)
- Dyslexia
- Dyscalculia supports.
- Colourful Semantics
- Phonological Awareness Training
- May I Join You

Teaching Staff have access to after school staff meetings once a week as well as Teacher Development Days. Training is co-ordinated by the Head of School and Executive Head. SEN training has included:

- May I Join You
- Dyslexia
- Autism
- Social Stories
- EHCP information
- SEN Pupil Passports: how to write them and use them.

The SENCO offers bespoke training as required for specific children and cohorts such as:


- Setting up TEACCH trays and bespoke learning desk.
- Attention Autism
- Sensory circuits
- Adapting learning resources at planning stage
- Five-point scales
- Social Stories
- Alpha to Omega
- Visual supports

10.		How do we provide support for the social, emotional and mental health of our SEND pupils?
-----	---	--

The school is a nurture led school. We provide pastoral support from the pastoral support team (our pastoral lead is a trained ELSA and a part time pastoral support assistant) on a one-to-one basis or as part of a small group as required.

Pupils with SEND are asked to reflect on what is going well or not so well for them in school at three points in the year; where their views are captured formally in pupil passports (this can be through visuals or oral communication).

At Watchfield we take bullying very seriously. All people in our school community are valued and we recognise the differences between us as advantages which strengthen our community.

11.		Making a complaint
-----	---	---------------------------

If at any time you feel unhappy about any aspect of your child's provision, it is important that you let us know. So that we can work together to resolve the issue.

In the first instance, please make an appointment to discuss your concerns with your child's class teacher.

After this, please feel free to request an appointment with the SENCO (via senco@wat.cambrianft.org)

If you wish to make a formal complaint, please refer to the School's Complaints Procedure, which can be accessed on our website.

12.		Further Information
-----	---	----------------------------

- OXCC Local Offer: [Oxfordshire SEND local offer | Oxfordshire County Council](#)
- SENDIASS: [SENDIASS Oxfordshire | Information, advice & support in Oxfordshire](#)

- OX Parent Carer Council: [Home NEW](#) | [OxPCF NEW](#)