

# Watlington Primary School

# SEND Report

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## March 2026

Next due review: March 2027

Signed: *Gemma Sterjo* Headteacher Date: March 2026

Policy has been adopted / reviewed by Governing Body:

Signed: *Mat Van De Pette* Chair of Governors Date: March 2026

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

### **About our school**

Watlington Primary School is a mainstream school, which provides for children and young people with a wide range of special educational needs including those with:

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

Our special educational needs co-ordinator (SENDCO) is: Arrabella Doran

The SEND link governor is Amber Bryant.

Our SEND policy can be found on our school website.

### **How do we identify and give extra help to children and young people with SEND?**

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 you and your child in this.

This information can be found here:

<https://schools.oxfordshire.gov.uk/send-framework/sendco-support-plan/graduated-response>

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

The partnership between school and home is important to us at Watlington Primary School. We will always contact and collaborate with 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 SEND and their parents to agree outcomes, how we will all work towards these, and then to review progress. This is carried out in a variety of ways:

- Each child has a SEND journal which monitors and celebrates the progress of the outcomes set. This is shared with parents.
- Review meetings are held between the parents and class teacher at the end of Autumn, Spring and Summer Terms to review the outcomes and discuss the child's progress and any other issues.
- Parents' evenings.
- Parents are always able to speak to class teachers at the end of the school day regarding any concerns.
- Appointments can be made to see Mrs Doran by phoning the school office.

### **Adapting the curriculum**

At Watlington Primary School, we aim to provide an exciting, stimulating and ambitious curriculum that builds on the knowledge and skill of the learner. All children are given an opportunity to access their learning at a pace and level appropriate to their ability, and they are supported by adults to enable them to achieve their targets. In order to do this, careful consideration is made to the standard of the teaching and learning. To enable the children to be successful learners at Watlington, we follow a 'wave of support' approach. (See Appendix)

All children, including those who have identified special educational needs, are entitled to access quality first teaching and learning within the classroom. It is the responsibility of the class teacher to enable all pupils to learn in a supportive, enriching environment (Wave 1).

In addition to quality first teaching, Wave 2 interventions are introduced. This consists of a variety of intervention programmes which offer support in addition to the core curriculum to boost and support children's learning. These are usually delivered by the class teacher or trained Teaching Assistant and are monitored by the SENDco. These interventions may support a particular aspect of learning such as reading and comprehension or numeracy but we also offer social/nurture groups to enable children to develop communication and social skills and increase their self-esteem. We choose to run these interventions because they have a positive impact on the child enabling them to feel more confident and to close the attainment gap with their peers.

Wave 3 is the highest level of provision and uses individualised programmes based on evidence of what works, i.e. the support of a specialist teacher or one-to-one support. Children supported by Wave 3 interventions may or may not have an EHCP.

We recognise that what works for one child does not always work for another which is why the impact of all interventions is closely monitored alongside the progress data for each individual child. Most interventions run for a period of 10-12 weeks and we would expect to see a positive impact in that time.

If a child secures additional funding from the LA, the funding is spent in a variety of ways and is not just an accumulation of 1:1 hours. For example, the support for a child who has the equivalent of 25 hours in an EHCP might include: 1:1 TA time, 1:1 teacher time, small group work, resources, SENDco time, personalised interventions etc.

### **What expertise can we offer?**

Staff training is carried out for various aspects of SEND according to the needs of the children to ensure that the provision made and support given to pupils is appropriate and effective.

Some staff have received enhanced training:

- All teachers attended annual inclusion conference sessions on SEMH and well-being.
  - ADHD
  - Emotionally based school avoidance (EBSA)
  - Behaviour is communication
  - Developing inclusive practice for those with SEMH
  - Best practice for SEMH interventions
- Effective support for pupils with SEMH training for TAs
- Revolutionise behaviour training

- SWIFT sessions led by SENDCO and C&I lead to support families
- ELS phonics training
- Sensory needs training
- SCERTS in action
- AET making sense of Autism
- Precision teaching
- Social resilience and positive play (led by assistant EP)
- Deescalation training from the Mulberry Bush outreach

We also have access to a range of specialist support services including:

- Educational Psychologist
- Special Educational Needs Support Service (SENS). *This includes the Physical Disability Team, Visual Impairment Team, Hearing Impairment Team, Communication and Interaction Team.*
- The Integrated Therapies Team. *This includes Physiotherapy, Occupational Therapy and Speech and Language Therapy.*
- SEN ICT. An Augmentative and Alternative Communication Team.
- School Health Nurse/Health visiting team
- Child and Adolescent Mental Health Services (CAMHS)
- Mental health support team (MHST)
- OXSIT (Oxfordshire School Inclusion Team)
- The Hub (early intervention team / social services)
- Play therapist and counsellor
- ELSA (Emotional Literacy Support Assistant)
- EYSENIT (Early Year Special Education Needs Team)
- DSCN (Downs Syndrome and Complex Needs Team)
- SAFE Project
- SEND outreach
- Behaviour Inclusion Officer

Information about these services and what they offer can be found on the Oxfordshire County Council SEND web pages by clicking on: <https://www.oxfordshire.gov.uk/children-and-families/oxfordshire-send-local-offer> and information about the integrated therapies team can be found here: <https://www.oxfordhealth.nhs.uk/cit/about/>

### **How do we know if SEND provision is effective?**

The progress of all children/young people is tracked throughout the school through our assessment programme which is monitored closely by the Deputy Headteacher, who reports to the Senior Management Team and the governing body. The SENDCo liaises with Class Teachers and interventions are put in place to support specific difficulties and consolidate knowledge and understanding. This provision is tracked and monitored by the SENDCo.

In addition, for children/young people with SEND we regularly review progress towards agreed outcomes assessing whether support has made a difference and what we need to do next. We evaluate this progress against age related expectations. Specialised intervention programmes are assessed to inform how successful they have been, and to update how they can be used in the future.

### **How are children and young people with SEND 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.

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 SEND?**

On a daily basis, children have the opportunity to use a well-being check-in so that members of staff can support children appropriately. All classrooms have a calm corner and rules which have been agreed collaboratively with the children. This can be used to support emotional regulation when emotions such as excitement, anger or sadness arise.

All children have the opportunity to share their views through their school council representatives and we encourage all children to talk to staff if they have a problem.

We listen to the views of children/young people with SEND and they have regular input into their SEND journal.

Bullying incidents are taken very seriously. We help to prevent bullying of children with SEND through our Values focus and Jigsaw scheme. Nurture groups offer valuable times to build children's self-esteem and confidence outside of the academic curriculum.

### **Joining the school and moving on**

We encourage all new children to visit the school before starting. For children/young people with SEND we encourage extra transition visits and the SENDco works closely with the nursery/school from where the child is transferring.

We begin to prepare young people for transition into the next stage of their education or training by close liaison with feeder schools, extra transition visits for the most vulnerable pupils and excellent communication with the SENDco of the receiving school.

### **Who to contact**

If you are concerned about your child, please in the first instance discuss your concerns with their class teacher.

If you'd like to feedback, including compliments and complaints about SEND provision communicate with the Head teacher in the first instance. We aim to respond to any complaints as soon as possible.

If you'd like impartial advice from Special Educational Needs and Disabilities Advice and Support Services (SENDIASS) contact:

<https://schools.oxfordshire.gov.uk/special-educational-needs/sendias-oxfordshire>

<b>Wave 1 – Quality first teaching</b>	<b>Wave 2- Additional to ‘quality first teaching’</b>	<b>Wave 3 – Highest level of need</b>
<p><i>Watlington Primary School, we aim to provide an exciting, stimulating and interesting curriculum that builds on the knowledge and skill of the learners. All children are given an opportunity to access their learning at a pace and level appropriate to their ability, and they are supported by adults to enable them to achieve their targets. In order to do this, careful consideration is made to the standard of the teaching and learning that is available to all children, whatever level of achievement made.</i></p> <p>To enable the children to be successful learners at Watlington, we endeavour to provide:</p> <ul style="list-style-type: none"> <li>• Display boards demonstrating successful strategies, key learning habits and key language</li> <li>• Visual learning strategies adapted to support the engagement of all learners as well as promote language enrichment</li> <li>• Teaching and learning strategies developed following recommendations from professionals such as Speech and Language Therapist, ASC advisory teacher</li> <li>• Staff respect and value each member of the team and teach the children to do so also</li> <li>• Talk 4 Writing based literacy curriculum</li> <li>• All classes staffed with a qualified teacher, supported by trained Teaching Assistants. Some additional adults deployed for specific children</li> <li>• Teaching Assistants trained to provide effective support for children to extend learning</li> <li>• Visual strategies used in classes including visual timetables</li> <li>• Behaviour monitored through restorative and relational behaviour policy</li> <li>• Posters used in the environment to support social communication between children</li> <li>• Hot/cold tasks to identify and record progress</li> <li>• All success is valued and celebrated in school</li> <li>• Practical outcomes of learning activities recorded in photographs across Key Stage 1 and 2</li> <li>• Use of Assessment for Learning strategies during teaching sessions, along with mini-plenaries, observation of children and discussion through questioning</li> <li>• Use of the ordinarily available toolkit <a href="https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/SENDOrdinarilyAvailableToolkit.pdf">https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/SENDOrdinarilyAvailableToolkit.pdf</a></li> <li>• Use of the inclusive series <a href="https://schools.oxfordshire.gov.uk/send-framework/sendco-support-plan/high-quality-inclusive-teaching-and-learning">https://schools.oxfordshire.gov.uk/send-framework/sendco-support-plan/high-quality-inclusive-teaching-and-learning</a></li> </ul>	<p><i>Builds on Wave 1 by adding time-limited, tailored interventions or support programmes, i.e. small group support</i></p> <p><b>Communication and Interaction</b></p> <ul style="list-style-type: none"> <li>• ELSA</li> <li>• Pre-teaching of vocabulary</li> <li>• Social stories</li> <li>• Visual Cues</li> <li>• Now and then boards</li> <li>• Movement breaks</li> <li>• Zones of regulation</li> </ul> <p><b>Cognition and Learning</b></p> <ul style="list-style-type: none"> <li>• Paired reading</li> <li>• Task boards to break down tasks</li> <li>• Pre-teaching of vocabulary</li> <li>• Precision teaching</li> <li>• Interventions in school</li> <li>• Booster groups</li> </ul> <p><b>Sensory and Physical</b></p> <ul style="list-style-type: none"> <li>• Use of specialist equipment e.g. pencil grips, coloured overlays, sloping desks, adapted cutlery</li> <li>• Sensory breaks</li> <li>• OT assessment and resource pack</li> </ul> <p><b>Social, emotional and mental health</b></p> <ul style="list-style-type: none"> <li>• Nurture group</li> <li>• Individual reward systems</li> <li>• Transition support</li> <li>• Talk Boost</li> <li>• ELSA</li> <li>• Mental Health Support Team (MHST)</li> </ul>	<p><i>Builds on wave 1 using increasingly individualised programmes based on evidence of what works, i.e. the support of a specialist teacher or one-to-one support</i></p> <p><i>Pupils supported by wave 3 interventions may or may not have a statement of SEN or an education, health and care (EHC) plan.</i></p> <p><b>Administration:</b></p> <ul style="list-style-type: none"> <li>• Risk assessment carried out for child</li> <li>• Photograph of child in office / classes and kitchen with explanation of medical needs</li> <li>• Medicines for chronic conditions administered</li> <li>• Governor – 1-1 support</li> <li>• Multi-Professional meetings</li> </ul> <p><b>Classroom:</b></p> <ul style="list-style-type: none"> <li>• Individual timetable</li> <li>• Learning opportunities reflect child’s preferred learning style</li> <li>• Agreed breaks from class activities, e.g. time to play or run</li> <li>• Lunch time provision / support</li> <li>• Specialist equipment used where appropriate</li> <li>• Social Skills programme</li> <li>• Home link books</li> <li>• 1:1 in class support</li> <li>• Computer – in class use</li> <li>• Individual daily reading- with an adult</li> <li>• Visual timetable / Prompt lists /Scribes in class (&amp; SATs) / Differentiated tasks (inc homework) / Extra time</li> <li>• Toileting support</li> <li>• Lunchtime support 1:1</li> </ul> <p><b>Involvement of outside agencies and services :</b></p> <ul style="list-style-type: none"> <li>• Speech and Language Therapy</li> <li>• Physiotherapy</li> <li>• Occupational Therapy</li> <li>• Physical needs team</li> <li>• Communication and interaction team</li> <li>• Hearing impairment teacher</li> <li>• Visual impairment teacher</li> <li>• ICT services</li> <li>• Educational Psychology</li> <li>• Child and Adolescent Mental Health Service (CAMHS)</li> <li>• School Nurse</li> <li>• Consultant Community Paediatrician</li> <li>• Counselling</li> </ul>