SEN Information Report 2026-2027

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

West Oxford School provides an inclusive educational and social experience for all of the children in our community. We ensure that our teaching practice is tailored to the individual needs of every child, however, some of those in our school have specifically defined needs or disabilities (SEND), for which specific provision may be required. These include children 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 like Dyslexia, Dyspraxia and Dyscalculia.
- Social, Emotional and Mental Health needs
- Sensory and/or Physical needs:
  This includes children who have visual or hearing needs, or a physical disability that affects their learning.

Our special educational needs co-ordinator (SENCO) is: Louise Siddle
She can be contacted on: lsiddle@westoxfordschool.co.uk
Her role is to: coordinate provision for pupils with SEND; liaise with parents, teachers, and professionals; help identify pupils with SEND and support and advise teachers in planning provision.

Our governor with responsibility for SEND is: Elise Alexander

Our SEND policy and Accessibility plan can be found here:
Policies

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

The school uses Oxfordshire County Council's 'SEND indicators tool' and 'Ordinarily available SEND provision'.
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.

Click here to read them:
SEND indicators
Ordinarily available SEND provision | Oxfordshire Schools

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

We will always contact parents if we have a concern that a child or young person may have a special educational need. If it is agreed that a child needs SEN support, the assess/plan/do review cycle is explained to parents, and they are signposted to the SEND page of our website where they can find our policy and other information. We also have a leaflet summarising the SEN policy.
We work closely with children and young people with SEND and their parents to agree outcomes and how we will all work towards these, and then to review progress.

In September we meet with parents to discuss aspirations and agree outcomes, and we review these three times at the end of each term.

There are also opportunities for parents and children to contribute to our policies on SEND and Equality. We do this by encouraging feedback via the school council and seeking children's views on their support. We seek parents' views via a questionnaire about the school that goes to all parents every year, as well as a specific SEND questionnaire.

Adapting the curriculum

We offer a broad and balanced curriculum for all children and young people including those with SEND. Details are published on the school website. The way we adapt this for children with SEND is set out in the School Equality Objectives. You can find them here:
Policies

- The National Curriculum is an entitlement for all children
- Class teachers are responsible for the learning of all children in their class and they ensure all children receive Quality First Teaching
- Teachers are skilled at adapting and differentiating the curriculum to take account of individual pupil needs.
- First hand experiences through visits are explored when appropriate.
- Grouping arrangements are organised carefully to maximise learning opportunities for all
- Additional adults may be used to support groups but independence is encouraged
- Children may be identified as benefitting from intervention programmes. Progress within these programmes is carefully monitored.
- A range of intervention programmes are available: Precision Teaching for developing fluency of skills such as word recognition, Project x 'code' and 'Rapid Readers' for literacy, Maths for life, Numberstacks, 'Plus one' and 'Power of 2' for maths, Spirals language programme, Well-Comm and a range of social emotional and motor skills programmes. We have TAs trained to provide nurture support on a 1-1 or group basis.
- The effectiveness of the intervention programmes is monitored by assessing their impact, and they are continually under review.

What expertise can we offer?

Our SENCO holds the National Award in SEN coordination, and a Master's degree in Education.
All staff have basic awareness level training in Autism, Dyslexia, Mental Health and ADHD, restorative approach, and Zones of Regulation.
We have staff who have received enhanced training in Autism, Mental Health, Phonics, Nurture and counselling.
Teaching assistants are trained to support the particular needs of the children they work with.
Our SEND governor has attended SEND governor training.

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

Educational Psychology
SENSS, who support children with communication and language, sensory needs and physical needs
Education Behaviour Support
Child and Adolescent Mental Health Services (CAMHS)
Oxfordshire School Inclusion Team
Children's Social Care – locality support service
The Virtual School for Children We Care For
Occupational Therapy
Speech and Language therapy
Special school outreach
Charities such as 'Seesaw', and 'Children heard and seen.'

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

We always discuss the involvement of specialist SEND services with parents first.

We also work with other services and organisations that are involved with a family, with the family's permission.

How do we know if SEND provision is effective?

The progress of all children/young people is tracked throughout the school through assessment for learning, formal assessments, verbal feedback and marking.

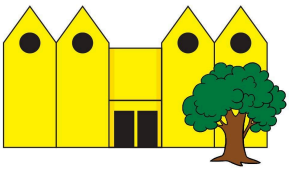
Class teachers attend a pupil progress meeting each term with the Head Teacher and SENCO to discuss the progress of each pupil.

Targets are set in reading, writing, spelling, punctuation and grammar, and maths for each pupil, which are monitored termly.

In addition for children/young people with SEND we regularly review progress towards agreed outcomes detailed on the child's Pupil Profile, assessing whether the support that's been in place has made a difference and what we need to do next. We evaluate this progress against age related expectations.

When we run special 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.

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.

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

Oxfordshire's accessibility strategy can be read at:
Accessibility strategy

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

All children have the opportunity to share their views through their school council representatives and we ensure that children with SEND are represented on the council.
All classes follow a structured PSHE (personal, social, and health education) curriculum. Teachers identify children who would benefit from 1-1 or group interventions to develop their social and emotional skills.
We work closely with parents to support children and involve other professionals and agencies (e.g. CAMHs) where appropriate.
We listen to the views of children/young people with SEND by involving them in the writing of Pupil Profiles and in the reviews.
We take bullying very seriously. We take part in anti-bullying week each year, and closely monitor incidents with a focus on vulnerable groups.

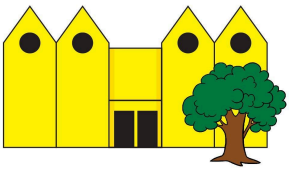
Joining the school and moving on

We encourage all new children to visit the school before starting.

- *Early Years transition*: The SENCO and/or class teacher attend transition meetings for pupils with SEND making the transition from pre-school to Nursery or Reception. Class teachers visit the child at home and in their setting. Parents are invited to a pre-transition meeting.

- *At year 6:* all pupils in Year 6 are invited to a familiarisation day at their secondary school. Children are prepared for their visit and given information in advance as necessary. Additional visits may be arranged for individuals or groups as needed.

  For children with an EHCP transition arrangements are planned at annual reviews and secondary schools are invited to attend.



The SENCO attends an SEND transfer meeting and all SEND documents and records are discussed and passed onto the new school.

One page profiles/passports for identified pupils may be written for pupils to share with secondary schools.

- If your child is *moving to another school* we will contact the SENCO and ensure that he/she knows about any special arrangements or support that are needed. We pass on all records about your child as soon as possible, and make a transition book for them if we feel it will help.

- If your child *joins us from another school* we will contact the school SENCO to find out any special arrangements or support that needs to be made, and meet with parents to discuss any concerns and plan support.

- *Moving classes:* A hand over meeting takes place between the present and new teacher. Transition visits to new classes are planned in the second half of the summer term and identified pupils have a number of additional visits as needed. Transition books are made for pupils who would benefit. Meet the teacher meetings take place early in the autumn term which give a chance for parents to find out about arrangements for such things as homework, curriculum topics and expectations.

Who to contact

- If you are concerned about your child their class teacher is the first point of contact.
- The Key Stage coordinator /Early Years Foundation Stage coordinator deals with concerns which cannot be dealt with by the class teacher.
- The SENCO is Louise Siddle
- Head teacher – Tim Stead
- SEND governor – Elise Alexander

If you would like to feed back, including compliments and complaints about SEND provision please contact the Head Teacher.

If you would like impartial advice from Oxfordshire's SENDIASS (SEN and Disability information and advice support service) contact
SENDIASS

If you'd like to know more about opportunities for children and young people with SEND and their families, support groups or information about SEND these are listed in the Family Information Directory: Family Information Directory

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it: SEND local offer

LINKS Policies

- SEND policy
- Behaviour for learning policy
- Equality objectives
- Accessibility plan