Long Wittenham Primary School
Special Educational Needs Information Report 2025-26

The aim of this report is to provide more detail about how we implement our Special Educational Needs (SEND) Policy in our school. It aims to explain how support for pupils with SEND works in our school.
This report should be read in conjunction with our SEND Policy, which is available on our school website.

At Long Wittenham Primary School, we constantly seek to improve provision and provide an environment which enables all of our learners to thrive. Our core values are kindness, determination and curiosity and these underpin our approach to supporting and helping all learners in our community to develop, including those with SEND.

This report outlines our provision for children and young people with Special Educational Needs and Disabilities (SEND). It is updated annually.

Key contacts:	**Name**	**Contact details**
SENCo	Amy Clarke – Key Stage 1 Zoe Greenway – Key Stage 2	AClarke@long-wittenham.school ZGreenway@long-wittenham.school
Headteacher	Amy Clarke	headteacher@long-wittenham.school
SEND Link Governor	Emily Whalley	EWhalley_gov@long-wittenham.school
Link Trustee for SEND	Rita Atkinson	governance@ridgewayeducation.com

1. The types of Special Educational Needs we provide for

Our school provides for pupils with needs over the 4 broad areas of SEND outlined in the SEN Code of Practice: communication and interaction; cognition and learning; social, emotional and mental health; sensory / physical needs.

2. How we identify pupils with SEND

We identify a child's needs by first getting to know them as an individual, gathering information from how they present in school, their families and our professional colleagues. Staff work hard to find out about a child's strengths, interests and get to know how they learn best, as this allows us to support them to achieve.

The school uses these document and the Oxfordshire County Council SEND indicators tool to help identify needs and plan appropriate provision: Ordinarily available SEND provision , OCC SEND Indicators Tool accessible (2).xlsx

This 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.

3. How we work with parents and carers

We will always contact parents if we have a concern that a pupil may have a special educational need. We will initially have informal discussions to share our concerns and, if a child continues to struggle to make progress after being provided with additional support, will hold further meetings to discuss next steps.

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. We do this by holding meetings at least three times a year (one per term). School may also use a home/school diary; scheduled phone calls, letters / notes home; drop-in sessions for parents, Inclusion support meetings, Strengths and Needs Assessments and Team Around the Family meetings as part of the support process.

4. How we involve children

We strive to involve children in making decisions about their education as fully as possible, taking into account their age and levels of cognition. We recognize no two children are the same and so make decisions about the best way to go about this on a case-by-case basis. Some of the ways children may be involved include attending review meetings to discuss their progress, discussing their views with a member of staff who can use these to represent them in a meeting or completing a survey to share their views.

5. How we support pupils with SEND

We offer a broad and balanced curriculum for all children and young people including those with SEND. Details are published on the school website. Some of the ways in which we adapt this for children with SEND is set out in the School Accessibility Plan. This particularly covers information about how we might adapt our provision or curriculum for children with physical disabilities.

At Long Wittenham Primary School, we believe that Quality First Teaching ensures the best possible provision for learners. We work hard to ensure the best quality teaching and learning, and adaptive provision allows all children to

achieve their full potential. Adult support is targeted in each lesson to meet the needs of all learners. Intervention and targeted group work takes place each day to ensure children are successful and fully supported to access future learning.

Specific support for pupils with SEND varies depending on areas of individual needs, but might include:

Use of individual, pair and small group activities to teach specific skills (with teacher or teaching assistant);

Access to suitable individual or small group intervention programs such as ELSA or precision teaching;

More bespoke intervention and support based around the principles of 'keep up, not catch up' where a need might be less significant (e.g. short pre-teaching episode prior to a lesson);

Models, images and multisensory resources to promote understanding;

Adaptions needed to the physical environment – including through the provision of different types of equipment - to help a child access their learning as fully as possible;

6. How we assess and review pupils' progress towards their outcomes

We measure children's progress in learning against expectations for the end of each year group, as set out in the National Curriculum.

Class teachers continually assess all children, identifying areas where they are improving and where further support is needed. Areas of specific concern are noted and followed up in discussion with the SENCo, assistant head or headteacher.

We track progress through assessments a number of times a year using a variety of methods including the Early Years Foundation Stage Profile, Developmental Journal and other end of Key Stage statements; through standardised tests; using other published materials (such as those from NFER and White Rose), and through discussion and observation of pupils and their work.

Interventions and support are co-ordinated by the SENCo to ensure effective use of time, resources and expertise. The effectiveness of interventions is assessed and updated each term (three times a year) on individual pupil profiles, with interventions ceasing where children have met targets, or being replanned where these have not been met. Our SENCo works strategically to evaluate the effectiveness of any intervention programmes used in school, assessing how successful they have been and using that information to decide on how best to run them in the future.

7. The SEND training and expertise of our staff

Our SENCo holds the NASENCo qualification. She works with teachers, teaching assistants and outside agencies to organise and oversee provision for children with special educational needs and disabilities (SEND).

All of our teachers are experienced in making adjustments to meet the needs of individual children, through initial assessments and their ongoing development. Our teaching assistants (TAs) come from a variety of backgrounds with a wide range of experience and expertise.

We are always looking to enhance practise by providing support and specialist staff training in the different areas of SEND and the type of assessment and interventions we use. For example, this year we have undertaken whole school training in the Social and Emotional Curriculum, led by the Mulberry Bush School specialist practitioners.

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

An Educational Psychologist;

The SENSS Communication and Interaction Team

Child and Adolescent Mental Health Services (CAMHS);

SENSS deaf and hearing support services

NHS therapy services (Speech Therapy, Occupational Therapy and Physiotherapy);

SENSS/ICT (Assistive Technology) team

Children's Social Care;

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

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.

8. How we support pupils with SEND more widely

8a. Activities outside the classroom

All children and young people are included in activities and trips, following risk assessments where needed, 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

8b. Mental Health and wellbeing

We pay careful attention to the wellbeing of all our pupils, including those with SEND.

Strategies around mental health support here include: the Mulberry Bush Social and Emotional Curriculum, ELSA interventions, assemblies and our regular values focus. See also our anti-bullying policy, available on our school website.

9. How we support transition between phases of education

We encourage all new children to visit the school before starting. For children with SEND we offer extra transition meetings and plan the transition process very carefully in discussion with the child, family and professionals. For children with extensive needs, this may involve multiple meetings and external agency involvement prior to the start date.

As children transition through the year groups and phrases of primary school, meetings with current and subsequent teachers are planned to ensure continuity and awareness of needs.

At the end of the primary phase, we liaise with secondary schools and offer extra transition visits for children who may require more support. We also work with the Communication and Interaction team regarding support for individual children. Conversations are planned for with staff from the secondary schools to ensure they know the needs of the children moving to their school. Children get a chance to meet the key staff from their secondary schools before their transition visits.

10. How we go about evaluating the effectiveness of our SEND provision

The SLT and SENCo regularly evaluate the effectiveness of our SEND provision through: classroom observations, discussions with the staff team, feedback from children and their families and analysis of pupil profiles and outcomes.

The SENCo meets with the SEND governor regularly, at least once per term, to jointly evaluate the effectiveness of provision, consider successes and plan next steps.

Feedback and monitoring from external visitors, both members of RET and the wider professional community (such as the Communication and Interaction Team) also inform the school as to the effectiveness of provision and help to improve it.

11. What to do if you have a complaint about SEND provision

Should parents / carers have concerns about any aspect of SEND provision for their child, initial contact should be made with the class teacher to discuss concerns and plan ways forward. If this does not resolve the issue, a follow up meeting will be arranged, which may include the Headteacher and/or SENCo. In the event of a formal complaint about SEND provision, the arrangements outlined in the Ridgeway Education Trust Complaint Policy, available on the school website, should be followed.

The Oxfordshire Special Educational Needs and Disability Information, Advice and Support Service, SENDIASS, is able to offer advice where parents / carers have concerns about SEND provision. They can be contacted through their website (www.sendiass-oxfordshire.org.uk/) or by phone on 01865 810516.

12. More information

Oxfordshire's Local Offer contains lots of information for parents. It is available at the following link:

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

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

SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) offers impartial information, advice and support to parents of children and young people with SEND. Find out more by visiting:
SENDIASS Oxfordshire – Provide Support to people with SENs in Oxfordshire