



Special Education Needs (SEN) Information Report

Key Document Details

School Name: West Kidlington Primary and Nursery School

Version no: 1

Author: Jo Simpson

Owner: Tim James

Approved by:

Ratified date: September 2026

Interim review date: February 2027

Next review date: September 2027

Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website - [Policies & Procedures | West Kidlington Primary & Nursery School](#)

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia & dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator (SENCo)

Our SENCo is Mrs Jo Simpson. She has 10 years' experience in this role and have been a qualified teacher for 28 years.

She achieved the National Award in Special Educational Needs Co-ordination in 2017. She has also qualified as a dyslexia specialist teacher, and she is a qualified dyslexia assessor.

Contact details – jsimpson@west-kidlington.oxon.sch.uk or 01865 373369

Teachers

All of our teachers receive in-house SEN training, and some teachers will have attended training provided from our academy, county council or outside agencies. All staff are supported by the SENCo to meet the needs of pupils who have SEN.

Within our staff we have a specialist behaviour teacher, Nathalie Downing. She has significant experience in teaching children with communication and interaction needs. Nathalie is able to give one to one training to staff where required.

Teaching assistants (TAs)

We have a team of 18 TA's who are trained to support SEN provision, and our family support worker has trained as an Emotional Literacy Support Assistant (ELSA).

The White Horse Federation support

Educational Psychologist/communication and interaction advisory teacher/Behaviour support team

A referral may be made to The White Horse Federation to engage with their EP, C&I advisory teacher or behavioural support team. The school may ask for a 'no names' consultation. This will allow the school to seek advice about a specific need. Alternatively, the school may ask for advice that is specific to a child. To access this support the school will need agreement from parents. These consultations may take place via TEAMS or an observation of the child may happen. Advice will then be shared on how best to support that child and a follow up meeting will happen after 3 months.

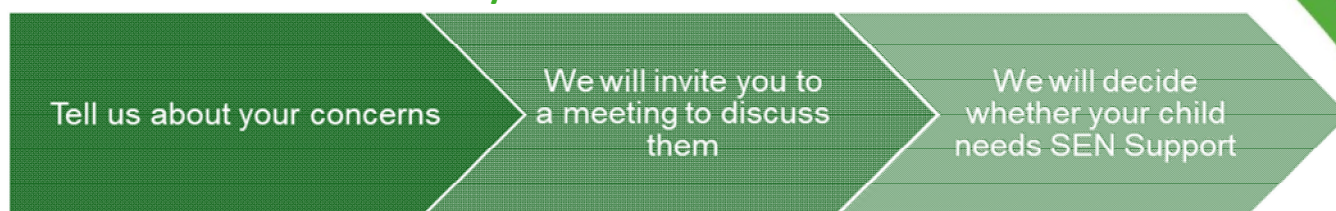
External agencies and experts

Sometimes we need to ask for additional support outside the school to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Advisory teachers for children with social communication needs (both White Horse Federation and Oxfordshire County Council)
- Advisory teachers for children with complex needs
- SEN Advisory teachers for children in the Early Years
- Hearing impairment advisory teachers
- Visual impairment advisory teachers
- Point 5 behaviour support
- Outreach Special School support
- Educational psychologists (both White Horse Federation and Oxfordshire County Council)
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- SAFE
- SeeSaw bereavement support
- Helen Arkell Centre
- Social services and other LA-provided support services
- Voluntary sector organisations

These professionals and services provide us with regular assessments and support for individuals and offer specific resources and programs of work. We can also make referrals to these agencies if, in conjunction with parents, we feel their professional knowledge will support us in making the best provision for a child.

3. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's teacher.

Please make an appointment with your child's class teacher to discuss your concerns.

They will pass the message on to our SENCo, Mrs Jo Simpson who will be in touch to discuss your concerns.

You can also contact the SENCo directly. jsimpson@west-kidlington.oxon.sch.uk or 01865 373369

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record.

If we decide that your child needs SEN support, we will notify you and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. We are constantly assessing children through observation and daily marking. Writing, reading and maths data is collected on a three-week rota (RAG) that allows the senior leadership to analyse progress that has been made, compare this against previous assessments and challenge staff if required.

If the teacher notices that a pupil is falling behind, they will try to find out if the pupil has any gaps in their learning and will discuss this with the SENCo. If they can find a gap an intervention or reasonable adjustment would be put in place to support the Quality First Teaching the child is already receiving. The progress towards the desired outcome will be monitored and at the end of this period a review will be held. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will discuss this with the SENCo. The SENCo might observe the pupil in the classroom and at other points during the school day to see what the child's strengths and challenges are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data. The SENCo may also complete some assessments with your child to ascertain attainment levels.

During this time the SENCo/class teacher will contact you to discuss the possibility that your child has SEN. They will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

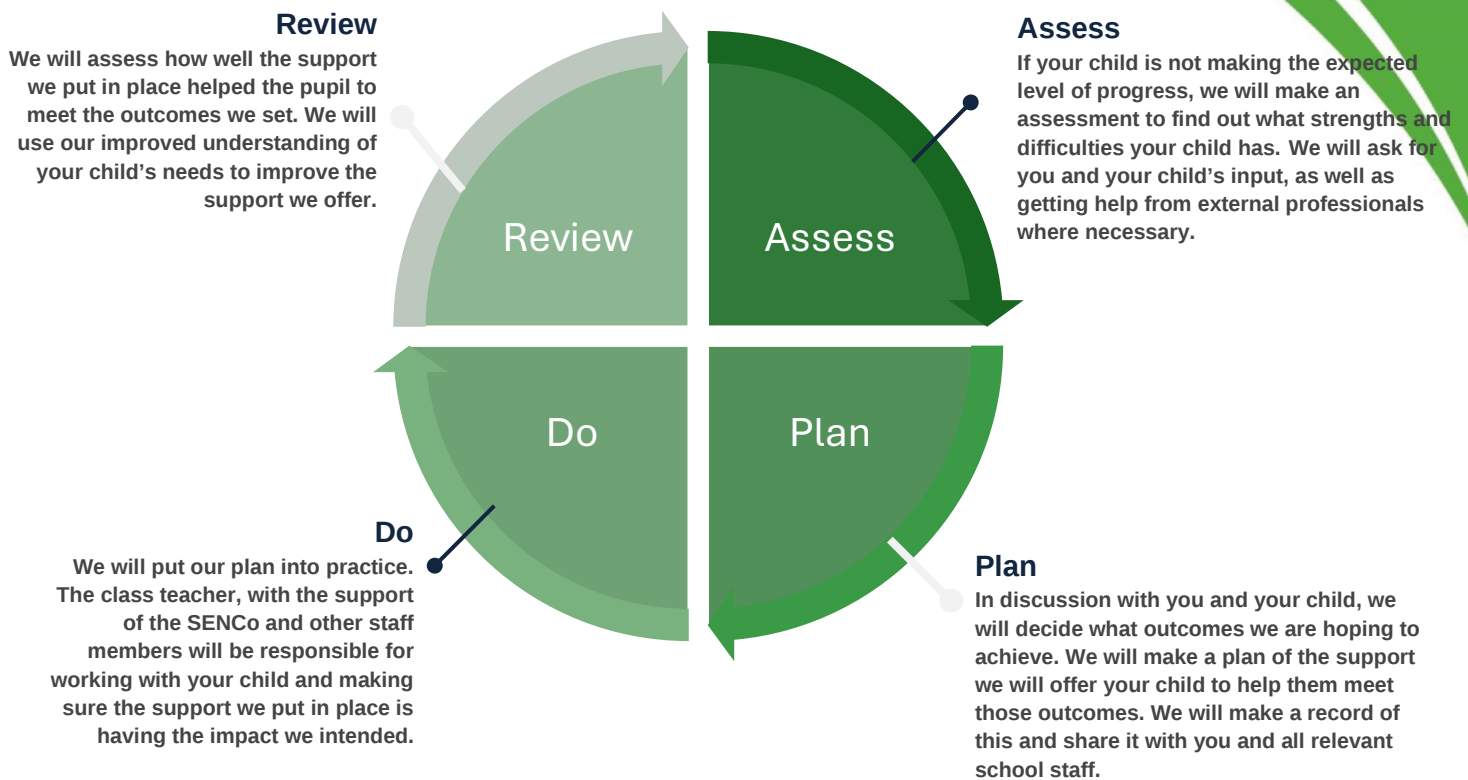
Based on all this information, the SENCo will decide whether your child needs SEN support. You will be told the outcome of this decision.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCo will work with you and staff to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress.

Your child's class teacher will meet you in minimum of 3 times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCo may also attend these meetings.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please arrange a meeting with your child's class teacher either by speaking with them at the end of the school day or by emailing the school office - office@west-kidlington.oxon.sch.uk

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher/s is/are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants may support pupils on a 1-to-1 basis when or in small groups

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories

	Speech and language difficulties	Speech and language therapy Nuffield Early Language Intervention (NELi) WELLCOMM Talktime Lego therapy
Cognition and learning	Reading	Lexia Read, Write Inc booster sessions Precision teaching Accelerate/Accelerwrite Paired reading/Knock, Knock reading/ Peer reading Language for Thinking ARCh readers Pre-teaching
	Writing	Pre-teaching Writing slope Alternative pencils/communication Sentence starters/vocabulary
	Maths	Plus 1 Power of 2 Doodle maths Prodigy Push the button TT Rockstars
Social, emotional and mental health	ADHD, ADD	Quiet workstation Calm boxes
	Adverse childhood experiences and/or mental health issues	ELSA sessions Play therapy Colour Monsters intervention
Sensory and/or physical	Hearing impairment	Sitting in the most appropriate place for best hearing
	Visual impairment	Sitting in the most appropriate place Limiting lighting /classroom displays
	Multi-sensory impairment	Lap pads Fiddle toys

	Physical impairment	Sensory circuits PE club
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Your child may require a specialist curriculum. At West Kidlington Primary school, we run an Enhanced Pathway called 'Hedgehogs'. This specialist base is quality assured by Oxfordshire County. The aim of the pathway is to ensure that children's needs are met at the earliest opportunity. We offer a bespoke and specialised curriculum to meet social, emotional, communication, sensory and academic needs, while allowing the pupil to remain at their local mainstream school. This approach offers a hybrid model that bridges mainstream education and resourced or specialist provision. Our Hedgehogs class are taught by a specialist teacher of SEN and highly skilled teaching assistants. The amount of time that a child attends the provision is very dependent on their individual needs. Children accessing this specialist base will have an EHCP or will be applying for an ECHNA and their primary need will be in the area of communication and interaction.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Continually reviewing their progress towards their goals and formally assessing them 3x a year
- Reviewing the impact of interventions after 12 weeks
- Speaking with pupils about the impact of this approach
- Monitoring by the SENCo
- Holding an annual review (if they have an education, health and care plan (EHCP))
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10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs – however there may be a need to do a risk assessment to ensure that all children are kept safe.

All pupils are encouraged to go on our school trips, including our residential trips

All pupils are encouraged to take part in sports day/school plays/special workshops – if it will be beneficial for your child.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included. All children have the right to feel safe and therefore if we/you do not feel that the activity will allow for this, this will be discussed.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

- To make an application to West Kidlington Primary and Nursery School you will need to make an application to Oxfordshire County Council via the website.
- Before you make this application we recommend that you make an appointment to visit the school and have a tour with the SENCo. This will allow you to speak about and see first-hand whether the school are able to meet the needs of your child.
- If your child has an educational need it is imperative that you share this when you initially visit the school. Staff can then ensure that a meeting is arranged with the SENCo so the needs of your child are met fully.

13. How does the school support pupils with disabilities?

The support we offer to pupils is very specific to their needs. It may include:

- As we firmly believe in inclusion, all extra-curricular activities are available to all our pupils (as long as it is safe for them to take part), as is access to our residential activities. All trips are open to everyone with the relevant support provided as necessary, as are visitors into school.
- During assemblies, PHSE sessions and during general discussion, time is taken to ensure that all groups of people are spoken about positively. We take part in 'National Days' about different SEN needs or disabilities and have people from a variety of backgrounds visit the school.
- Each child in our school is unique and equally important and therefore the support they are given will vary; some children will need additional processing time or pre-learning to support their needs, others may need a 'soft landing' when they arrive in school, whilst other pupils may need a ramp to allow them to access the classroom. We will always look at the individual needs of pupils.
- Our accessibility plan can be found on the school website

[Policies & Procedures | West Kidlington Primary & Nursery School \(west-kidlington.oxon.sch.uk\)](#). This covers how we will:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled pupils

14. How will the school support my child's mental health and emotional and social development?

The support we offer to pupils to progress with their emotional and social development is very dependent on the individual child. It may include:

- Pupil's needs may be assessed using the Boxall Assessment tool. This will pinpoint challenges that a child may be facing and ensure that correct interventions are put in place.
- Pupils may be encouraged to be part of the school well-being team that look after 'The Den'. In the Den older pupils (who have been given training) give support to individuals who find it difficult to engage in play or require a quiet space to go at lunchtimes
- Pupils maybe invited to take part in the Box in Mind intervention. The training from MIND & England Boxing, given to our Headteacher and ELSA, suggest that combining physical exercise with emotional release, boxing therapy helps individuals build resilience and emotional well-being The courses are made up of four weekly sessions, and in each session we run an interactive a mental health workshop, followed by a fun beginner's friendly boxing session that is adapted to suit the needs of the pupils.
- Pupils are given the opportunity to visit The Den at lunchtimes

- Pupils may receive time in the Sensory space
- Pupils may receive support through Play Therapy
- Pupils may receive intervention support from the ELSA
- Pupils may be part of a small nurture club
- Pupils may be given 'jobs' in the office or may become a reading buddy to other children
- Pupils may receive 'soft landing' (time to talk) when they enter school or just before they leave to go home
- Pupils may receive support from adult/teenage volunteers who engage in one-to-one activities with the children
- Pupils may receive support from our 'Pets as Therapy' dog
- We have a 'zero tolerance' approach to bullying. Please read our behaviour policy

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year:

- The current teacher and the next year's teacher will speak in depth about the needs of your child so that adjustments continue and important information shared
- It is not always possible for your child to know who their new class teacher will be before the other children in school but jobs may be created allowing time for your child to spend time with their new teacher without knowing this additional purpose
- Your child may visit their new classroom on multiple times before the end of term to enable them to get used to the new environment.
- There will be a whole school transition session where your child will meet their potential new classmates and teacher and spend time in their new classroom.
- Photographs of the classroom and key adults will be shared with your child so that they can look at them and talk about them before the move.
- Your child may be given the opportunity to come into school on the INSET days at the start of the new term to see their new teacher and visit the classroom.

Between schools

- When your child is moving on from our school, the SENCo or class teacher will meet/speak with the new school and share relevant information and data.

Between phases

The SENCO of the secondary school will come into our school for a meeting with our SENCO or class teacher. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Attending additional transition sessions at their new school if required
- Support from ELSA or the SENSS C&I team where required

16. What support is in place for looked-after and previously looked-after children with SEN?

Our SENCo, Jo Simpson will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHCP are consistent and complement one another.

Children will also receive support from the Virtual School. This is their mission statement – We partner with a variety of stakeholders to ensure that 'Oxfordshire Children We Care For' (CWCF, wherever they reside) and Oxfordshire-based care-experienced children and young people receive timely and stable access to education that meets their individual needs.

Our mission is to support care-experienced children and young people in overcoming the unique challenges associated with their lived experiences, fostering a consistent and nurturing environment where they can thrive and realise their full potential.

We are committed to continuous improvement and the holistic development of individuals, always striving to enhance practice for the benefit of the children and young people we serve.

17. What should I do if I have a complaint about my child's SEN support?

Concerns about SEN provision in our school should initially be shared with the class teacher. At this meeting, please share how you believe that the needs of your child are not being met and please give the opportunity to your child's class teacher to discuss what support your child is receiving. Dependant on the result of this discussion, your concerns will be shared with the SENCo and an appointment may be made for yourself, the class teacher and SENCo to meet to discuss needs and provision more formally.

If you feel that after this meeting a formal complaint needs to be made, please do refer to our Complaints Policy on the school website [Policies & Procedures | West Kidlington Primary & Nursery School \(west-kidlington.oxon.sch.uk\)](https://www.west-kidlington-oxon.sch.uk/Policies%20and%20Procedures)

If you are not satisfied with the school's response, you can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit:

<https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Details of the disagreement resolution and mediation services for Oxfordshire can be found here - [Resolving a dispute about SEN decisions | Oxfordshire County Council](#)

18. What support is available for me and my family?

If you have any questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Oxfordshire's local offer. Oxfordshire publishes information about the local offer on their website: [Oxfordshire SEND local offer | Oxfordshire County Council](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are: [SENDIASS Oxfordshire | Information, advice & support in Oxfordshire \(sendiass-oxfordshire.org.uk\)](#)

Local charities that offer information and support to families of children with SEND are: [Home | OxPCF](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Adapt** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

