

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

Last Updated: July 2025

About our school

Ewelme C of E Primary 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**; this includes children who have speech, language and communication difficulties including autistic spectrum conditions.
- **Cognition and Learning needs**; this includes children who have conditions affecting learning such as ADHD, and those with specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- **Social, Emotional and Mental Health needs**; this includes children with difficulties forming peer relationships, understanding and their and others' emotions and anxieties.
- **Physical and Sensory needs**; this currently includes children with hearing impairment, motor skills difficulties such as hypermobility and dyspraxia, and autistic spectrum disorders.

Although we do not currently have any children on the SEN register with mobility impairments, we are prepared to make all possible necessary arrangements for their education should the need arise, and an Accessibility action plan is in place.

Our special educational needs co-ordinator (SENCo) is: Briony Lea

She can be contacted on: 01491 839 240 (via School Office)

Our governor with responsibility for SEN is: Neil Byrne

Our SEN policy can be found at: <https://ewelmeprimaryschool.com/policies-key-documents/> or from the school office on request.

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

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.

The guidance is available at: [SEN Support in Oxfordshire](#)

How do we work with parents and children?

We will contact 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 SEN and their parents to agree desired outcomes and how we will all work towards these. We review the progress made towards outcomes as best suits parents: by termly meetings in line with parents evening meetings, using home/school diary, scheduled phone/zoom calls etc.

There are also opportunities for children and parents to contribute to our policies on SEN and Equality. We do this by: regular meeting with parents, parent questionnaires, online pupil questionnaires, consultation activities etc.

Adapting the curriculum

We offer a broad and balanced curriculum for all children, including those with SEN. Details are published on the school website. The way we adapt this for children with SEN and disabled children is set out in the SEN Policy. In each area a graduated approach is taken.

Quality first teaching, followed by

in school additional support and interventions, up to

1:1 tailored support guided by external professionals and services.

-Communication and Interaction: Talk partners with encouragement for all children to engage in lessons, looking at partners and listening to responses, space and time given for children to consider responses and scaffolding example responses, visual timetables in each classroom.

Social stories, Talk boost, play support at break times and lunch times, task boards and focus sheets.

Speech therapist sessions and SCERTS programme or Spirals communication group with targeted practice of specific social skills such as eye gaze, Colourful Semantics PECs or other assistive communication by visuals.

- Cognition and Learning –Literacy: Phonics groups and reading books in Foundation and KS1, continued into KS2 for those who need it, regular reading in class and banded reading books until Year 4 Small group work within class to support the development of language and literacy skills, Talking partners and rehearsal of sentences on whiteboards to prepare for writing, sounds or word sheets displayed or available to all classes, grammar specific posters in Year 2 and KS2, frames or prompt sheets for writing including sentence starts and topic specific word mats.

Interventions including banded reading books available for Years 5 and 6, Literacy Gold, Literacy strategy small groups, Write Away together groups/individual sessions, Totem and Dandelion reading programmes, Project X Code, New Reading and Thinking and Rapid Writing.

1:1 sessions with external professionals, differentiated out of year-group work, talking tins and computers available for support to write.

- Cognition and Learning –Numeracy: Mixed ability group work with differentiated activities for less confident learners. Teacher and TA supported small group or paired work. Materials such as number-lines, manipulatives, times tables sheets and vocabulary posters available for all children.

Interventions including Power of 2, targeted small groups to fill gaps in specific areas, Numskills groups, Rapid Maths

Dyscalculia specific 1:1 or 1:2 interventions as directed by external professionals

-Physical and Sensory: Classrooms to have quieter areas where possible and general noise/visual stimulation levels for activities taken into account when planning lessons and arranging classrooms. Whole class handwriting/cutting skills sessions differentiated to needs. Uniform accommodations where needed.

Equipment such as wide or grippable pencils, writing slopes put in place as needed. School planned interventions for groups of pupils e.g. fine motor skills exercises or handwriting groups, computers made available for writing tasks.

1:1 Intensive intervention & support e.g. Occupational Therapist bespoke program, alternative areas provided for children to work in as needed, and an access plan for physically/visually impaired children.

-SEMH: School assemblies based around how to show the school's values (known as the 5Rs), whole class PSHE lessons including those targets to specific problems arising in friendship groups or other worries, Class worry monsters, School wide reward system celebrating positive behaviours towards other children and adults.

'Zones of Regulation' sessions in small groups in KS2, Socially Speaking and Star groups, Lego Therapy and RAF specific Pastoral and Nurture groups, all staff are made aware of children who require additional support to follow behavioural expectations.

1:1 'Zones of Regulation' sessions tailored to individual abilities, Individual emotional regulation strategies and plans based on psychologist advice, Crisis prevention planning based on Mulberry Bush training, the behaviour policy recognises that children who have specific difficulties may need additional support through behaviour plans .

What expertise can we offer?

Our SENCo holds the NASENCo qualification and an MA in Advanced Educational Practice. 3 staff members have basic training in autism, dyslexia and attachment disorders.

We also have staff who have enhanced training in autism, language development, dyscalculia and emotional and behaviour management as well as training to run the current specific interventions the school offers children with SEN. Teaching assistants are also trained by outside service providers to support the particular needs of the children they work with.

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

SENSS -who support children with communication and language difficulties, the Speech and Language Therapist (SALT), the Communication and Interaction (C &I) team, Occupational Therapy for sensory needs and physical needs, Educational Psychology, Autism Mentors, Child and Adolescent Mental Health Services (CAMHS), Oxfordshire School Inclusion Team, Early Intervention Children's Social Care and the Hearing Impairment Team.

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages: [Local Offer](#)

We always discuss the involvement of specialist SEN 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 SEN provision is effective?

The progress of all children/young people is tracked throughout the school through internal schools systems including PiRA and PUMA standardised tests and versus national statistics where appropriate, or via Development Matters in the EYFS followed by Engagement model, then Pre-Key Stage Standards. In addition for children/young people with SEN, we review progress towards agreed outcomes assessing whether the current support in place has made a difference and what is needed next. We evaluate this progress against age related and national expectations.

When we run intervention programmes for groups of children we assess how successful they were and use that information to decide how best to run them/make use of alternative provisions 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. Where additional or alternative arrangements for children with SEN need to be made, 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: [Information Directory](#)

Oxfordshire's accessibility strategy can be read at: [School Accessibility Strategy](#)

What do we do to support the well-being of children/young people with SEN?

All children have the opportunity to share their views through their school council representatives which is inclusive of children with additional needs. We listen to the views of children/young people with SEN including those on bullying by giving them every opportunity that other students have including the chance to take important roles such as House Captain. We have also a system of Playground Monitors. We help to prevent bullying of children/young people with SEN as detailed in our behaviour policy: www.ewelmeprimaryschool.com/policies.

Joining the school and moving on

We encourage all new children to visit the school before starting (if permissible by current national restrictions). For children/young people with SEN we invite parents and children to discuss how the school can meet their needs with the Headteacher and SENCo.

We begin to prepare young people in Year 6 for transition into the next stage of their education by liaising with their secondary school's SENCo and jointly offering additional transitional experience for children as required.

For children with an Education, Health and Care Plan (EHCP) transition meetings will be held beginning in the first term of the year before they go to Secondary school.

Who to contact

If you are concerned about your child and their possible additional needs contact their class teacher in the first instance, or the SENCo or Headteacher further to this. If you would like to feedback, including compliments and complaints about SEN provision you can email the school office at office.3752@ewelme.oxon.sch.uk or follow the procedure detailed in the Concerns and Complaints Policy found here www.ewelmeprimaryschool.com/policies.

We aim to respond to any complaints as soon as possible (and at most within 5 school days).

If you would like impartial advice from Oxfordshire's Parent Partnership Service contact [Sendiass](#)

If you would like to know more about 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 which is part of Oxfordshire's Local Offer. This website contains lots of information for parents of children with additional needs and disabilities. It can be found at the address below [Family Information service](#)

Our school has contributed to the county's Local Offer through attendance at a training workshop.