

SENDCO Briefing

26.6.25

Please write your name and school
in the chat



OXFORDSHIRE
COUNTY COUNCIL

As part of the Local Offer requirements, all maintained schools and academies must publish an annual information report on their website from September 2014.

It must be updated at least annually. For a template and ideas of what to include in the information report, visit the [School SEN Information Report](#).

The [Code of Practice](#) details what must be included in the SEN Information Report. It can be set out however you choose, but the information must be easily accessible by parents and young people and written in clear, straightforward language.

SEN Information Report

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

About our school

Xx School 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 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

We are a mainstream school with a resource base catering for up to xx children with xx needs.

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

He/she can be contacted on: xx

Our governor with responsibility for SEN is: xx

Our SEN policy can be found here: xx

Our Equality Scheme and Accessibility Plan can be found here: xx

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.

Click here to read it:

https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/children_education_and_families/education_and_learning/special_educational_needs/SEND/Compilation_Foundation_Years_and_Primary.pdf

Feedback

School vision for SEND – how do SLT share this?

You said we lack knowledge and confidence in...	We did /are doing...
Implementing the learning from the training into my daily practice	<ul style="list-style-type: none"> ➤ Ensuring OCC SEND Teams have a consistent approach to following up the implementation and impact of training delivered and how they support SENDCOs with this. ➤ What support to do SENDCOs need to support staff to implement training?
Explaining the graduated approach in meeting the needs of children with SEND that my school/setting follows	<ul style="list-style-type: none"> ➤ Free SENDCO training package on statutory work and SEND processes and best practice delivered by EHCP Casework team & OXSIT From Sept '25

Poll – what support is needed to implement training?

Feedback

You said you didn't	We did /are doing...
"Know where to find additional resources and support (from in school, the Trust, the local authority or other local or national organisations)."	<ul style="list-style-type: none"> ➤ SEND Framework ➤ Mapping health offer & resources onto SEND Framework ➤ OCC SEND Teams to review how they are signposting additional resources & information on visits, in reports and in other documents
"Know how to review how well approaches are working and identify future next steps in light of this as appropriate to my role."	<ul style="list-style-type: none"> ➤ Include a section on this in each training delivered by OCC SEND Teams ➤ Free SENDCO training package on statutory work, SEND processes and best practice delivered by Casework team & OXSIT From Sept '25
Have high confidence in meeting the needs of learners with: Social, Emotional, Mental Health needs	<ul style="list-style-type: none"> ➤ Mental Health and Well-being Board being set up with a CPD sub group

Autumn Term

- SENDCO Essentials Your Statutory Role 22nd Sept
- SENDCO Essentials: SENDCO Essentials: Ordinarily Available SEND Provision (OASP) 29th Sept
- SENDCO Essentials: The Graduated Approach: making the APDR cycle work for you 6th Oct
- EHC Needs Assessment Requests 13th Oct
- The sections of an EHCP & Smart Outcomes in EHCPs 20th Oct
- Annual Reviews 3rd Nov
- SENDCO Essentials Preparing for Ofsted 10th Nov
- Responding to Local Authority EHC Plan consultations 17th Nov

Spring Term

- SEND mediation and tribunals 19th Jan
- Preparation for Adulthood (PFA) 16th March

Summer Term

- School age Phase Transfer – 20th April
- Post 16 Phase Transfer - 11th May

[SENDTrainingCPDoffer.xlsx](#)
[Training and development for support staff | Oxfordshire Schools](#)
[Training & Events | Oxfordshire | Education Services](#)

- Contains **resources, signposting, training** options and support.
- Early years section in development.
- Health content being added.
- More **downloadable** documents and **resources** coming soon.

SEND Framework

SEND Strategic Early Intervention Team

Identify a child's strengths, weaknesses and learning needs.

Assess



Skills and tools available to help identify interventions, support and outcomes.

Plan



How to put in practice the plan including how to manage and implement it.

Do



This stage should involve the teachers, SENDCO, the child and their family.

Review


Targeted School Support

- Enhanced Pathways
- Special School Outreach
- Relational Schools Programme
- Behaviour Inclusion Officers

Professional Development

- Ordinarily Available SEND Provision
- Inclusive Support Series
- SEND Framework
- SEND Indicators Tool
- Evaluate My School
- SEND CPD Programme
- SENDSCO Helpdesk

- Supporting **identification of SEND** in settings.
- Identify **detailed** information about a child's **progress** and **needs**.
- **Strengths-based format** – gaps lead to **next steps** and **smart targets**.
- Early Years version launching in September.

 OXFORDSHIRE COUNTY COUNCIL SEND Indicators Tool			
Descriptors			
Teachers, working with parents/carers, can use these descriptors to identify strengths, gaps and barriers for children/young people.			
Communication and Interaction	Cognition and Learning General	Social Emotional and Mental Health	Hearing Impairment
	Cognition and Learning Literacy		Visual Impairment
	Cognition and Learning Maths		Physical Needs
Attention and Listening Skills	Attention, Organisation and Memory	Emotional Regulation	Hearing needs
Spoken and Expressive Language	Problem Solving and Play	Positive mental health and wellbeing	Visual Needs
Understanding and processing	Engagement and Independence	Social skills	Mobility
Social Communication and Interaction	Literacy Skills	Anxiety (attendance) including EBSA	Independence
Other	Maths Skills	Positive behaviour	Accessing learning
		Other factors to consider	Social and emotional needs

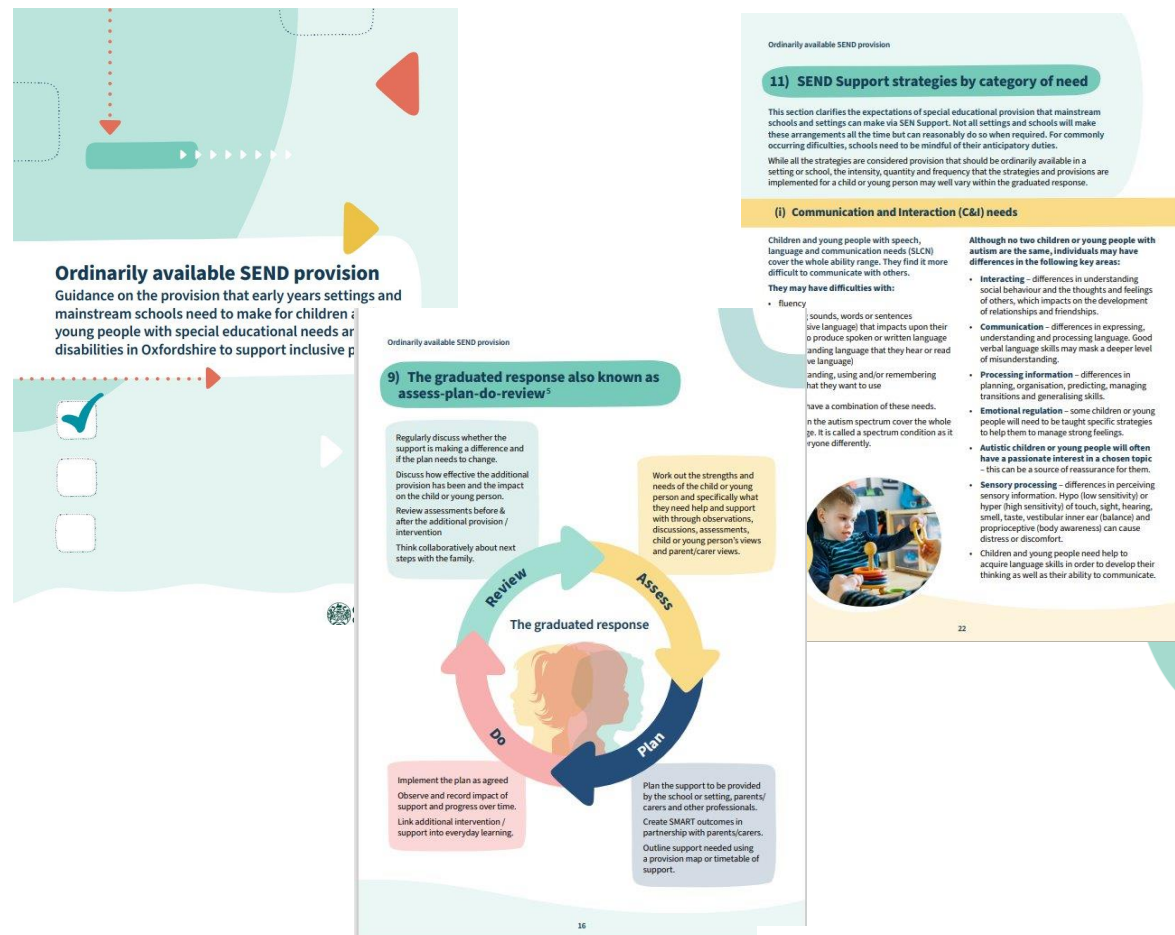
OCC SEND
Indicators
Tool

- **Guidance** for education professionals in early years settings, and primary and secondary mainstream schools.

- Focus on SEN Support and the **graduated** approach (assess, plan, do, review).

- Designed to support a **consistent** offer in all schools.

- **Positive impact** on children and young people in Oxfordshire



- **Strengths-based** tools to identify **reasonable adjustments** in learning settings.
- Can be used to **facilitate conversations** with class teachers about a specific pupil(s) and to develop inclusive practice.
- Currently available:

Autism, Enabling an inclusive environment, Maths, Social emotional and mental health, Speech language and communication needs, Literacy, Sensory processing

Which other Inclusive Support Series would you like?

Inclusive support series: enabling an inclusive environment

Use this strengths based tool to identify reasonable adjustments in learning settings (not all the strategies will need to be implemented at one time).

Copy to:

- Inclusion team
- Class team
- Parents

Name: _____ Class: _____ Date: _____ Completed by: _____

Adapted/seated support

<input type="checkbox"/>	Provide desk close to teacher
<input type="checkbox"/>	Adjust desk to child's height
<input type="checkbox"/>	Theraband on chair legs
<input type="checkbox"/>	Alternate seating (ball, T-bar)
<input type="checkbox"/>	Allow child to stand
<input type="checkbox"/>	Provide weighted lap blanket
<input type="checkbox"/>	Plan frequent breaks
<input type="checkbox"/>	Standing desk support

Group time sitting

<input type="checkbox"/>	Provide a carpet square or wedge cushion
<input type="checkbox"/>	Mark child's spot with tape
<input type="checkbox"/>	Offer chair or beanbag
<input type="checkbox"/>	Sit next to teacher
<input type="checkbox"/>	Sit at edge
<input type="checkbox"/>	Sit at back
<input type="checkbox"/>	Allow child to change position (cross legged, kneeling etc).
<input type="checkbox"/>	Fidget toy

Access to reading

<input type="checkbox"/>	Allow child to read aloud
<input type="checkbox"/>	Use bookmark to follow line
<input type="checkbox"/>	Minimize visual distraction on page
<input type="checkbox"/>	Allow breaks
<input type="checkbox"/>	Use Hi-Lo books e.g., Barrington Stokes and phonics books
<input type="checkbox"/>	Magnify print text
<input type="checkbox"/>	Audio version

Please ensure that these strategies are implemented across the school day.

Supported writing

<input type="checkbox"/>	Use a specialist pencil grip
<input type="checkbox"/>	Writing slope, handle for ruler, pencil grip, left-handed equipment
<input type="checkbox"/>	Always use lined paper, highlighted lines to help pupil with height of letters
<input type="checkbox"/>	Provide visual instructions for common tasks
<input type="checkbox"/>	Assist with mind mapping prior to writing
<input type="checkbox"/>	Give extra time to finish
<input type="checkbox"/>	Allow dictation and a scribe
<input type="checkbox"/>	Use voice recorder to dictate ideas
<input type="checkbox"/>	Warm up hands using thera-putty/dough disco and fine motor games
<input type="checkbox"/>	Add text to speech support

Independent learning

<input type="checkbox"/>	Allow child to move to quiet space/safe space or hallway
<input type="checkbox"/>	Repeat instructions 1:1 to child
<input type="checkbox"/>	Provide visual instructions
<input type="checkbox"/>	Provide only one or two problems at a time
<input type="checkbox"/>	Provide pencil case with all resources the child will need for the day
<input type="checkbox"/>	Provide scaffolded adult support
<input type="checkbox"/>	Access to Now & Next visual

Homework help

<input type="checkbox"/>	Give extra time to complete
<input type="checkbox"/>	Modify homework so that less writing is required
<input type="checkbox"/>	Modify homework so less reading is required
<input type="checkbox"/>	Give options to draw instead of writing
<input type="checkbox"/>	Allow work to be typed
<input type="checkbox"/>	Allow work to be scribed
<input type="checkbox"/>	Decrease amount of work

Inclusive support series: SLCN difficulties

Use this strengths based tool to identify reasonable adjustments in learning settings (not all the strategies will need to be implemented at one time)

Think 'language first' - if a child is not making progress, screen for SLCN difficulties.

Copy to:

- Inclusion team
- Class team
- Parents

Name: _____ Class: _____ Date: _____ Completed by: _____

Receptive language

<input type="checkbox"/>	Reduce overload by using simple language, chunking and simple grammatical structure. Reduce use of ambiguous language and non-literal language e.g. idioms.
<input type="checkbox"/>	Use natural gestures and facial expression when you are talking and use pictures and real-life objects to support the child's understanding (e.g. showing them a picture of a snack or an apple when it is snack time).
<input type="checkbox"/>	Adult to check-in to ensure child has understood tasks and instructions.
<input type="checkbox"/>	If the child does not respond allow processing time, and then repeat using the same simple words, emphasising key points.
<input type="checkbox"/>	Use a visual timetable and now/next boards to support understanding of routines and transitions.
<input type="checkbox"/>	Make learning as tactile as possible e.g. visual, hands-on, visits, digital media.
<input type="checkbox"/>	Use strategies to alleviate memory load e.g. task plans, sequencing boards, word banks, digital recorders and talking tins, ipads.
<input type="checkbox"/>	Use symbols to aid comprehension where language levels are low e.g. communication in print, Widgit.
<input type="checkbox"/>	Opportunities for guided reading to target comprehension and inference Blanks Level of Questioning .
<input type="checkbox"/>	Encourage children to monitor own understanding and ask for help. Plan ways for children to ask for help discreetly.

Expressive language

<input type="checkbox"/>	Plan opportunities for communication throughout the day e.g. Talking partners, small group work, 1:1 time with an adult, structured tasks, games with repeated steps, visual/physical prompts.
<input type="checkbox"/>	Accept any form of communication verbal or non-verbal.
<input type="checkbox"/>	Comment on child's learning and play using simple sentences, during everyday activities to be a good language model.
<input type="checkbox"/>	Use open questions (ones that require more than a 1-word answer), rather than closed questions to encourage more than a yes/no response.
<input type="checkbox"/>	Offering child support to make verbal contributions e.g. giving a sentence starter e.g. I want..., offering choices using choice boards, visual prompts.
<input type="checkbox"/>	Expand sentences by adding 1-2 new words (no expectation for the child to repeat).
<input type="checkbox"/>	Model back correct grammar and vocabulary, emphasising the key words e.g. if the child says "he failed", respond with "he fell".
<input type="checkbox"/>	Emotional check-ins with pupils to prompt and model effective regulation strategies.
<input type="checkbox"/>	Think about positives/gratitude each day.

Please ensure that these strategies are implemented across the school day and suitable support for staff is provided e.g., weekly staff supervision

7916 students with EHCPs as of 23.06.25 (9% increase this year)

735 students currently undergoing statutory assessment

7.5% increase in EHCNA requests in 2025 compared with 2024 (on top of the previous 27% increase)

Additional focus currently on Phase Transfer and Annual Reviews

Guidance document for settings on Education, Health and Care Needs Assessment requests

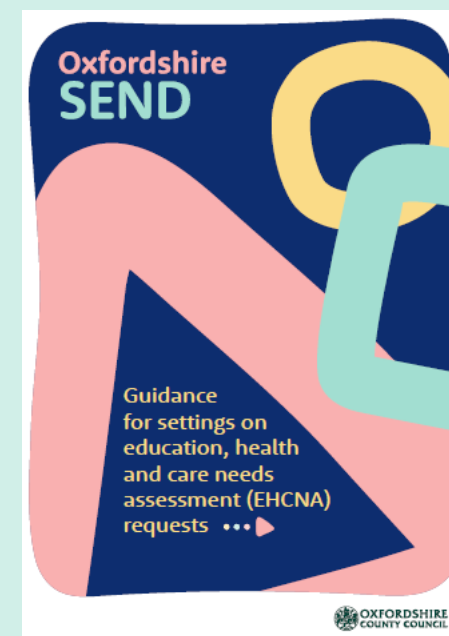
A guidance document co-produced with key stakeholders to advise settings when considering whether to request a statutory assessment.

The EHCNA decision making guidance helps education settings determine when and how to request a statutory assessment.

It outlines suggested evidence and information needed to demonstrate the necessity of an assessment, in line with the Children and Families Act 2014 and the SEND Code of Practice.

The guidance supports settings in showing that purposeful actions were taken through the graduated approach, leading to well-informed EHCNA applications and consistent, timely decisions from the local authority.

You can find the guidance on the [Special Educational Needs page](#) - under the heading 'Education, health and care needs assessments'.



Education, Health and Care Needs Assessments (EHCNAs)

You will be aware of the increasing number of EHCNA requests which are currently being submitted across Oxfordshire.

A significant proportion of these are being made by settings at the end of each long term—specifically in December, March, and July. This trend was particularly evident at the end of the summer term last year, when a substantial volume of requests was received.

We kindly ask school leaders to be mindful of the limited availability of Educational Psychology assessments during the summer period.

Submitting a high number of requests at the end of the summer term may affect the quality and timeliness of assessments. Where schools have previously submitted a large volume of EHCNA requests, the EHCP Casework Team will be in touch to explore the underlying reasons and offer support where needed.

If requests are submitted at the end of the summer term, it is essential that school staff remain available throughout July and August to contribute to the assessment process. This includes completing school reports and maintaining communication with professionals involved in the assessments, which is likely to involve direct meetings. Schools are asked to ensure that, where possible, requests are spread throughout the school year.

If any school is expecting a high number of EHCNAs to be submitted at any time, please do liaise with your EHCP Casework Officer.

'We have seen
suspensions
halve as a
result of a
change in
attitude'

Relational Schools Programme

SEND Strategic Early Intervention Team

- 18-month leadership programme that provides **long-term support** and **development** for significant **culture change** in schools and communities.
- Promotes **healthier, more fulfilling interactions** and outcomes.
- Embeds **trauma-informed, relational** and **restorative** ways of working, fostering a whole school culture of **accountability, understanding** and **reparation**.
- Cohort 1 began in September 2023, cohort 5 due to start in September 2025.
- Move away from “train and hope” model.
- The approach **benefits all**, especially those with SEND and our most vulnerable learners.

Cohort 1 completed

Cohort 1 have completed the 18 months of the Leadership Programme and are now in the implementation support phase.

Cohort 2, 3 and 4

These cohorts are ongoing. Cohort 2 have completed 8 sessions of 10, and cohorts 3 & 4 have completed 5.

Cohort 5

Invitations to cohort 5 have been sent out and places are being confirmed. This cohort will start in October 2025.

Cohort 6 and beyond

There is a waiting list open for places on future cohorts. We anticipate cohort 6 will start in in summer 2026.

Website and details

The Relational Schools Programme webpage ahs been updated and contains further information on the programme. It also has links to other resources and contact details for the programme.

"Quick wins" from cohort 1 review

What 'quick wins' did you experience as part of this programme? What was an early indicator of success for you in your setting?

Engaging SLT members in the process, adaptation to policy and procedures in a relational way.

Using the restorative scripts, using the slides to disseminate to staff, circles.

Circles, shame reducing strategies - staff and pupils understanding and engagement

Use of needs cards, 3 chairs

Staff are reflecting more on their practice and promoting RRP to schools. My team feel more united and there is a pride in what we are doing.

Check ins - everyone now communicates how they are feeling at the beginning of every meeting which can help me shape the meeting

More thoughtful interactions with staff

Restorative enquiry questions, chair, games, moodle training

Course feedback

I liked the frequency of the sessions. I would say this has to be in person for it to be as effective as possible. Online wouldn't work.

A good mixture of interactive and practical learning alongside theory and research. Time to talk, share ideas and reflect on learning. Practising skills.

Thoroughly enjoyed the journey to date. It's cemented my belief in the approach and developed my skills as a leader. I feel I am better equipped to provide high challenge with high support for all the community whilst coming from a point of care for the individual

This has been a hugely beneficial programme which has allowed me to grow both personally and as a leader.

I have loved it and gained so much from the programme. This is honestly the best training I have done. So much more than just training.

