

Oxfordshire
SEND

SEND Training

Primary SENDCOs & Heads

23.10.25

Please write your name, role, and
school in the chat



**OXFORDSHIRE
COUNTY COUNCIL**

8302 students with EHCPs as of 21.10.25 (14% increase this year)

571 students currently undergoing statutory assessment

8.5% increase in EHCNA requests in 2025 compared with 2024 (on top of the previous 25% increase)

Additional focus currently on Phase Transfer and Annual Reviews

EHCP Casework Team Update

Key priorities 2025-26

Views of children and young people and their families

- EHCNAs – Appendix 1
- Post EHCNA survey
- Post AR survey
- Review of AR paperwork including, CYP and family contribution; CYP feedback; AR reports/advice templates/ROAR

EHCP Casework Team Update

Key priorities 2025-26 Timeliness

Timeliness

- Statutory timeframes around 20 weeks for new assessments, Annual Reviews and Phase Transfer
- Current service plans to address timeliness of EHCNAs and Annual Reviews
- Timeliness of decision making
- Timeliness of communication

EHCP Casework Team Update

Key priorities 2025-26 Quality

Quality

- Implementation of Quality Improvement processes across the team
- Current service plans to address the quality of new EHCPs and EHCPs following Annual Reviews
- Wider training on panels including the Multiagency Panel roles and responsibilities across the Local Area
- Review of communication of decision-making processes especially RTAs and RTIs
- Clarity around statutory and local processes for parents, settings and professionals, including consultations
- Training and CPD programme
- Learning from complaints and Tribunals

SEND Strategic Early Intervention Team

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](#)
- [SENDCO Helpdesk](#)

- **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.
- New this year:
 - working memory
 - ADHD

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

- ☐ Provide desk close to teacher
- ☐ Adjust desk to child's height
- ☐ Theraband on chair legs
- ☐ Alternate seating (ball, T-bar)
- ☐ Allow child to stand
- ☐ Provide weighted lap blanket
- ☐ Plan frequent breaks
- ☐ Standing desk support

Group time sitting

- ☐ Provide a carpet square or wedge cushion
- ☐ Mark child's spot with tape
- ☐ Offer chair or beanbag
- ☐ Sit next to teacher
- ☐ Sit at edge
- ☐ Sit at back
- ☐ Allow child to change position (cross legged, kneeling etc).
- ☐ Fidget toy

Access to reading

- ☐ Allow child to read aloud
- ☐ Use bookmark to follow line
- ☐ Minimize visual distraction on page
- ☐ Allow breaks
- ☐ Use Hi-Lo books e.g., Barrington Stokes and phonics books
- ☐ Magnify print text
- ☐ Audio version

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

Supported writing

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

Independent learning

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

Homework help

- ☐ Give extra time to complete
- ☐ Modify homework so that less writing is required
- ☐ Modify homework so less reading is required
- ☐ Give options to draw instead of writing
- ☐ Allow work to be typed
- ☐ Allow work to be scribed
- ☐ 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

- ☐ Reduce overload by using simple language, chunking and simple grammatical structure. Reduce use of ambiguous language and non-literal language e.g. idioms.
- ☐ 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).
- ☐ Adult to check-in to ensure child has understood tasks and instructions.
- ☐ If the child does not respond allow processing time, and then repeat using the same simple words, emphasising key points.
- ☐ Use a visual timetable and now/next boards to support understanding of routines and transitions.
- ☐ Make learning as tactile as possible e.g. visual, hands-on, visits, digital media.
- ☐ Use strategies to alleviate memory load e.g. task plans, sequencing boards, word banks, digital recorders and talking tins, ipads.
- ☐ Use symbols to aid comprehension where language levels are low e.g. communication in print, Widgeit.
- ☐ Opportunities for guided reading to target comprehension and inference **Blanks Level of Questioning**.
- ☐ Encourage children to monitor own understanding and ask for help. Plan ways for children to ask for help discreetly.

Expressive language

- ☐ 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.
- ☐ Accept any form of communication verbal or non-verbal.
- ☐ Comment on child's learning and play using simple sentences, during everyday activities to be a good language model.
- ☐ Use open questions (ones that require more than a 1-word answer), rather than closed questions to encourage more than a yes/no response.
- ☐ Offering child support to make verbal contributions e.g. giving a sentence starter e.g. I want.... offering choices using choice boards, visual prompts.
- ☐ Expand sentences by adding 1-2 new words (no expectation for the child to repeat).
- ☐ Model back correct grammar and vocabulary, emphasising the key words e.g. if the child says "he failed", respond with "he fell".
- ☐ Emotional check-ins with pupils to prompt and model effective regulation strategies.
- ☐ 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

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](#)

5

Effective use of teaching assistants

5.1

Teaching assistants are deployed strategically. Decisions regarding TA deployment are reviewed regularly against the latest evidence of impact.

Beginning  Excellent

5.2

Teaching assistants are not used purely as a SEND resource and are used to work with learners across the attainment range.

Beginning  Excellent

Not yet completed your evaluation?

➤ Start with this term
<https://oxfordshire.evaluatemyschool.co.uk/>

When are you planning to review?

- Map it into your school calendar & SLT meeting schedule
- Annually review in line with school development planning

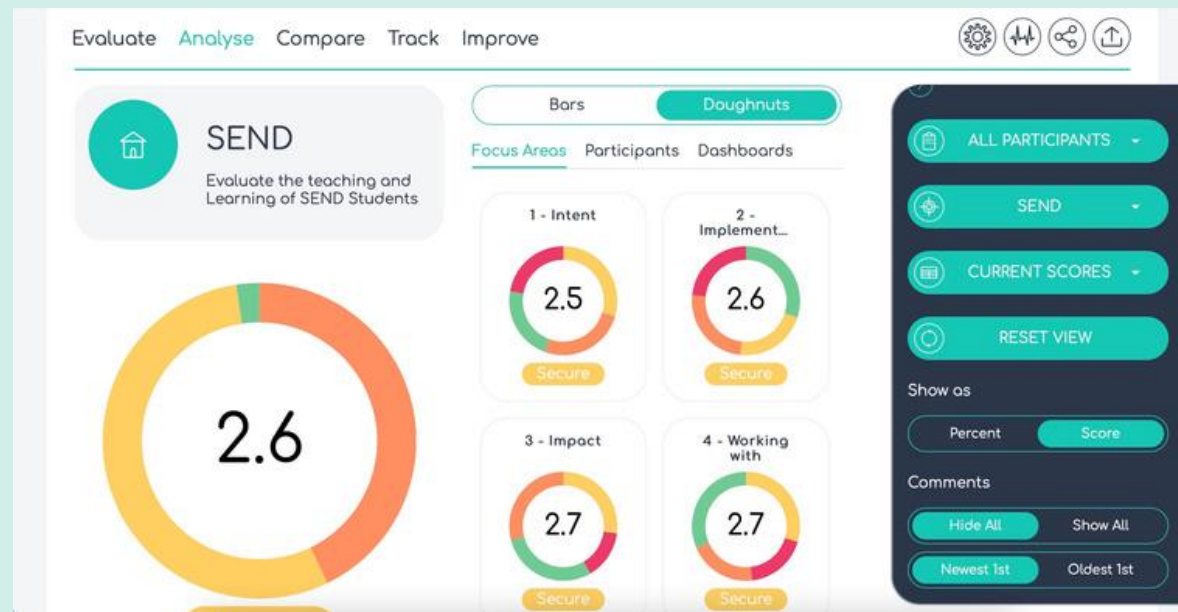
Evaluate My School registration

Seven Areas of Focus:

- Intent
- Implementation
- Impact
- Working with learners and families
- Effective use of Tas
- Provision mapping
- Identification

Not yet registered?

- Email Jane.Elvidge@Oxfordshire.gov.uk with the emails of those you want to have access.



Evaluate My School developments

Supporting development planning : improvements and training sessions– coming soon

Objective - what are we trying to achieve?	Success criteria - what will it look like if it is working?	Actions - what will we do?	Assigned To - who will do it?	Due Date - by when?	Monitoring & evidence to be used - how will we find out if it is working?	Impact (to be complete after due date) - what has been the result? Have we achieved what we set out to?	Comments and next steps following review and rescore on self- evaluation
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Special School Outreach

Since launching in **September 2023**, the **Special School Outreach** service has received **340 referrals**

- **Has your school made a referral?**
- **Could you benefit from using the service again?**
- **Do you know of another school or professional who might benefit from this support?**

The service is here to help schools access specialist advice, guidance, and support to meet the needs of children and young people with SEND.

The support from special schools aims to build a bespoke package around the schools needs and may include one or more of the following:

- **Leadership Package:** Develop a SEND/Behaviour and relationship strategy that focuses on principles of good teaching, building an inclusive culture in your school.
- **Key worker development Package:** Tailored support to meet the needs of the school which may include specific training focused on developing effective strategies for a specific group of students with identified needs/barriers.

Further details about Special School Outreach and how to make a referral can be found here [Special School Outreach | Oxfordshire Schools](#).

SEND Clinics

Special School Outreach offers a number of free clinics across the academic year, designed to support professionals in making meaningful, impactful change in their schools. Full details about the Special School Outreach SEND Clinic offer, including themes, dates, and booking guidance, are available here [SEND Clinics](#).

Polls to gather your views

SENCO training

Early Years SEND Training offer

Training and development for
school support staff

Special Educational Needs and
Disabilities

We use our SEND framework to identify, assess, and meet the needs of children and young people with SEND. It provides all you need, and follows the assess, plan, do, review cycle.

Early years

Identifying children with potential special educational needs at the earliest possible stage.

Early years support

Primary

Advising and supporting classroom teachers on effective teaching strategies.

Primary support

Secondary

In-school expert, supporting both students and their teachers.

Secondary support

Ordinarily available SEND provision

Guidance on the provision that early years settings and mainstream schools need to make for children and young people with special educational needs and/or disabilities in Oxfordshire to support inclusive practice.

Ordinarily available SEND provision

9) The graduated response also known as assess-plan-do-review⁵

Regularly discuss whether the support is making a difference and if the plan needs to change.

Discuss how effective the additional provision has been and the impact on the child or young person.

Review assessments before & after the additional provision / intervention

Think collaboratively about next steps with the family.

Work out the strengths and needs of the child or young person and specifically what they need help and support with through observations, discussions, assessments, child or young person's views and parent/carer views.



Implement the plan as agreed
Observe and record impact of support and progress over time.
Link additional intervention / support into everyday learning.

Plan the support to be provided by the school or setting, parents/carers and other professionals.
Create SMART outcomes in partnership with parents/carers.
Outline support needed using a provision map or timetable of support.

Take a look around

SENDCO training



Early Years SEND Training offer



Training and development for
school support staff

Special Educational Needs and
Disabilities



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Primary support

Secondary

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Secondary support

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



