

Oxfordshire
SEND

SEND Training

Secondary SENDCOs & Heads

23.10.25

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



**OXFORDSHIRE
COUNTY COUNCIL**



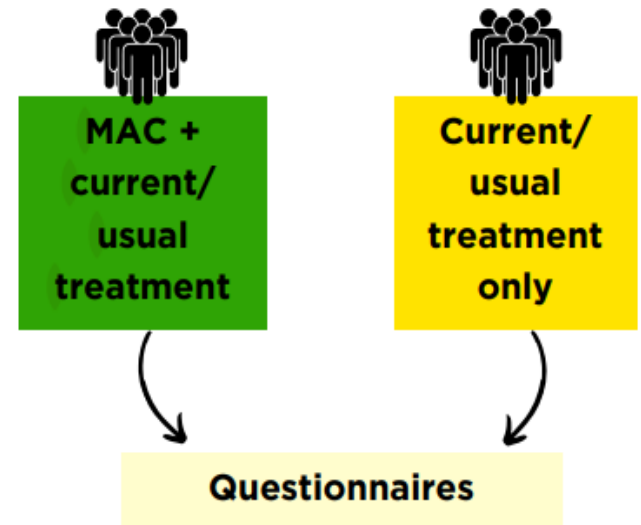
*Adolescents and carers using
mindfulness Therapy To END depression*

ATTEND study is a multi-site RCT testing the effectiveness of the new **Mindfulness for Adolescents and Carers (MAC)** therapy.

Adapted from **MBCT** - MAC is a second line intervention for adolescents experiencing low mood, depression, or anxiety with low mood - addresses key mechanisms of relapse (reactivity/rumination)

Compare MAC+TAU group and TAU-only group outcomes.
(TAU includes talking therapies, antidepressants, waiting list)

Both groups to complete short questionnaires fortnightly, and longer questionnaires at 0, 4, 12 months.



Mindfulness for Adolescents and Carers (MAC)

- **Structure:** a group of up to **12 young people** in 1 hour 30 minutes weekly **in-person or online** workshops, for **8 weeks**.
- Intended as a **second line intervention** for depression or low mood by addressing key mechanisms of relapse (reactivity/rumination)
- **YP's parent/carer** are also invited to attend a parallel workshop with other carers to work through similar materials, so that they can understand how to support their YP throughout MAC.
- But parent/carer's participation is **optional**.





on and Exclusion Criteria

Inclusion Criteria

- Aged between **15-18 years**.
- Experiencing **depression or anxiety** with **low mood** (will be screened by research team).
- Completed **at least one** evidence-based treatment (therapy/ medication/ any formal help in schools (counselling, ELSA etc) for low mood, depression, or anxiety.
- **Neurodivergence** is not excluded as long as they feel comfortable in a **group setting** and are able to **focus for up to 1 hour 45 mins**, with a capacity to **think flexibly and reflect on one's own experiences** and willingness to practice mindfulness at home.

Exclusion Criteria

- Current **psychosis** or **PTSD**.
- Current **active clinical management** required for **eating disorders, suicidal risk, self-harm, substance misuse**.
- Difficult to focus in a **group setting** for 1 hour 45 min.

ATTEND in Oxford – We need your help!

- MAC groups: January'26
- Recruiting **NOW!**

Action Plan - Please can you help us:

- **Advertise our study:** schools newsletters; mailing lists; putting up flyers
- **Identifying potentially eligible young people:** sharing names of students on counselling lists; needing additional support

Here is the link for our website and social media:

Website: [Attend Mindfulness Study - Attend Mindfulness Study](#)

Instagram: [ATTEND Mindfulness Study \(@attend.mindfulness\)](#) • [Instagram photos and videos](#)

Facebook: [Mindfulness for Adolescents and Carers | Facebook](#)

Thank you!

Any questions?

If you're able to refer patients meeting the study eligibility criteria, or if you have any other questions, please email me at **mannat.chopra@psych.ox.ac.uk**

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

Secondary Bonus Top Up Funding Exercise 2025/26

What is the purpose of Secondary Bonus Top Up Funding?

Secondary Bonus Top-Up Funding is an additional allocation available to secondary schools to reflect the increased cost of delivering support for pupils with Education, Health and Care Plans (EHCPs).

This process ensures that schools are compensated for the increased cost of providing support, aligning actual delivery with the revised funding rate.

Key Elements of the Funding Calculation

- **Hourly Rate Increase:** The funding rate has risen from £11.15 to £14.96 per hour.
- **Support Hours Submission:** Schools are asked to submit the **total number of support hours** provided for learners with EHCPs. These hours are initially costed at the old rate of £11.15, then recalculated at £14.96. The **difference** will be paid to the school.
- To ensure consistency with primary school funding, the first 15 hours of support per learner are excluded from all calculations.

Secondary Bonus Top Up Funding cont. Exercise 2025/26

Bonus Top-Up Calculation:

- 1) The difference between the recalculated support cost at £14.96 and the original cost at £11.15.
- 2) The difference between the original support cost at £11.15 and the amount already paid via the High Needs Funding Formula (this is the SEN funding that has been delegated to schools through the Funding Formula as a SEN allocation, using number on roll, deprivation, and low-cost high incidence data)

The Bonus Top-Up Amount: The bonus top-up funding is the sum of the two calculations above.

- The return should only include learners with an EHC Plan.
- The return will look like this:

A	B	C	D	E	F	G	H	I
Establishment	Surname	Forename	DOB	NCY in Sept 25	Start date (01/09/25 or Final EHCP date - amend if necessary)	End date (31/08/26 or date removed from roll if earlier - amend if necessary)	No of Days attendance in AY (formula will calculate if date in F or G is changed)	Number of Hours of Support per week being provided for the learner
A School	Pupil	EXAMPLE	24/05/2011	9	12/10/2025	31/08/2026	324	21
A School	Pupil	2	DD/MM/YYYY	9	01/09/2025	31/08/2026	365	18
A School	Pupil	3	DD/MM/YYYY	11	01/09/2025	31/08/2026	365	32
A School	Pupil	4	DD/MM/YYYY	11	01/09/2025	31/08/2026	365	24
A School	Pupil	5	DD/MM/YYYY	10	01/09/2025	31/08/2026	365	25
A School	Pupil	6	DD/MM/YYYY	7	01/09/2025	31/08/2026	365	25
A School	Pupil	7	DD/MM/YYYY	9	01/09/2025	31/08/2026	365	25
A School				Total Number of hours support (Formula will calculate)				170

Columns B, C, D & E

Will be prepopulated with the names, DOB and NCY of your learners based on our records.

- If there are any learners missing please add them to the bottom of the sheet and highlight them in red.
- If you are a school with a resource base please ensure that any learners in a base placement are removed from the list.

Column F

Please only amend the start date of 01/09/25 if learner joined the school after 01/09/25 or final date of EHC Plan is after 01/09/25. Otherwise please do not amend this column.

Column G

Please only amend the end date if learner left the school before 31/08/26. Otherwise please do not amend this column.

Column H

This column is pre-populated with a formula – please do not amend this column.

Column I

Number of Hours of Support per week being provided for the learner – please enter the actual number of direct hours of support per week that is being provided to the learner.

- If the learner is in receipt of an Alternative Provision (AP) package then the number of hours of AP per week should be entered in this column.

Costed provision maps must be submitted with the return for any learner receiving over 25 hours of support per week. Please note that in a change to last year's process a sample of further provision maps may be requested for those with 15–25 hours as part of the audit process.

There is no expectation that provision maps should be in a particular format – use what you already have – but the example included at the end of the guidance you receive may be helpful.

The guidance document and templates for the return will be sent out to schools by the end of **3rd November 2025**. They will be emailed to the Head Teacher and the School Office.

Secondary Bonus Top Up Funding Exercise 2025/26

Submission deadlines and Communication of decisions

The deadline for schools to submit their returns for the bonus top-up exercise is **28th November 2025**.

Review Panels: These panels will review the submissions and make decisions on the payments. The review panel will be Assistant Director SEND and Inclusion, SEND Operations Manager, Lead Officer (Secondary & Post-16) and EHCP Finance & Business Officer.

- The review panels will take place on **17th December 2025** and **27th January 2026**.

Communication of Decisions: Decisions from the review panels will be communicated to schools within two weeks of the panel meetings.

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

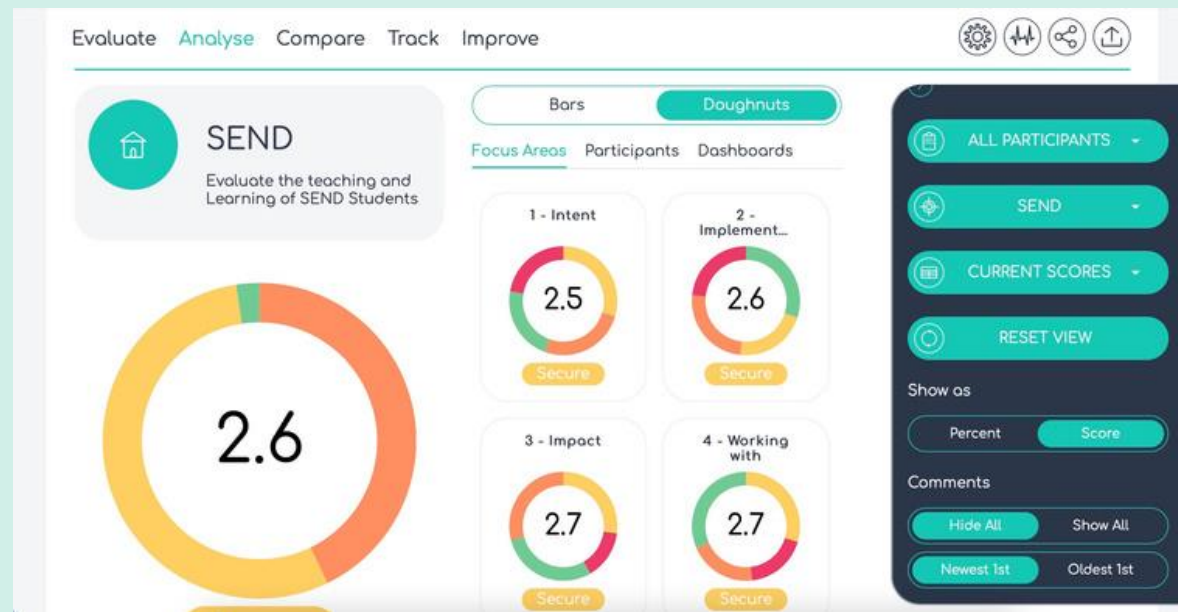
Evaluate My School registration

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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Polls to gather your views

SENDCO 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
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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.

☒
☐
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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.

The graduated response

Review

Assess

Plan

Do

16

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.

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](#).

Special School Outreach questions to consider

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?**

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

We are seeking feedback around the transition process for Y7 students.

The Educational Psychology Service (EPS) produced guidance around transition which contains a lot of guidance and some questionnaires.

[SEND Guidance for a successful primary to secondary transition](#)

- Parental survey planned
- Collecting young people's views

