

Oxfordshire
SEND

SEND Briefing

Secondary SENDCOs & Heads

12.02.26

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



OXFORDSHIRE
COUNTY COUNCIL

- In 2023 the PAP covered everything, within 4 areas for improvement and 5 priority areas.
 - Gathering and acting on the views of children and young with SEND and their families.
 - Developing effective communications systems across the partnership to ensure coordinated approaches.
 - Improved timeliness and quality assurance of education, health and care plans.
 - Commissioning of services to meet the needs of children and young people and their families.
 - Producing plans that are coproduced with children and young people and their families, which are rigorously monitored.
- The 4 areas for improvement became the 4 theme groups as part of the SEND transformation work.
- In 2026 the PAP now sits within the transformation work, which will also form the implementation plan for the newly designed SEND Strategy.
- Following the most recent Ofsted visit, it was felt that effective action had been taken in all areas. The Priority Action Plan (PAP) has been updated and submitted to SIAB and the DfE for review.

Priority action plan on a page



Theme 1: Inclusion and early intervention

Accessible, inclusive
settings and services

Targeted school support

Professional development

Communication, voice of the
CYP & working together

Measuring impact to drive
continuous improvement



Theme 2: Quality plans and timely processes

Timely assessments and
reviews

Quality improvements

Communication, voice of the
CYP & working together

Measuring impact to drive
continuous improvement



Theme 3: Access to additional support

Specialist provision

Specialist support for
settings

Joint commissioning
infrastructure

Communication, voice of the
CYP & working together

Measuring impact to drive
continuous improvement



Theme 4: Preparing for adulthood

Education, employment and
training opportunities

Health transitions

Transitions to adult social
care

Communication, voice of the
CYP & working together

Measuring impact to drive
continuous improvement

- 8,637 students with EHCPs as of 09.02.26 (17.5% increase between 2024 and 2025)
- 516 students currently undergoing statutory assessment
- c.7% 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 – post EHCNA survey

- Following ongoing work with our partners, PCF and SENDIASS, we have now updated the post Education, Health and Care Needs Assessment (EHCNA) survey which is sent to parents and carers following an assessment.
- This is an opportunity for parents/carers to tell us what worked well and what could be better during the EHCNA process
- The feedback we receive from this survey will enable the Local Area partnership to identify areas for improvement. Results will be shared as part of wider QI work and will help us to improve this process for families.
- This survey will be shared with parents/carers at the end of the EHCNA process, but we would also ask please that you encourage parents/carers to complete this

EHCP Casework Team Update

Key priorities - Annual Reviews

- Work with SESLIP to review Annual Review Processes including:
 - Review of the end-to end AR process
 - Feedback from wider partners including parents/carers, CYP, settings and wider professionals
 - Reviewing AR paperwork – CYP contributions and feedback, AR reports/advice templates/ROAR
 - Informing quality improvement work around what a good AR looks like

EHCP Casework Team Update

Key priorities - Outcomes

- Outcomes
 - New EHCPs will now only include longer term/end of phase/key stage outcomes
 - Smaller steps/outcomes will not be included but will still be in professional advices
 - Schools/settings are expected to use these smaller term outcomes to inform the planning work that they do
 - There will be a review of the Oxfordshire EHCP template and ROAR alongside this and other work which is ongoing

EHCP Casework Team Update

Key priorities - consultations

- An internal review is currently underway within the EHCP Casework team to look at consultations and the consultation process in general.
 - This will consider changes to current processes around the number of consultations being sent to settings whilst ensuring we meet our legal obligations.
 - The review will cover EHCNAs, Phase Transfer and in year transfer consultations. It will also consider implementing summer exemptions for schools when requesting advice as part of EHCNA processes.
 - The outcome of this review will be considered, and then relevant partners (including schools) will be invited to contribute to this.
- Work is also underway within the team to ensure that school consultation responses are being appropriately considered and that there is effective communication with settings for any negative responses. This was part of planned training with the EHCP Casework Team on 2nd December.
- We have already had several schools/Trusts state that they would like to be involved in this piece of work so please do contact me directly if you are interested in taking part

Over the last 12 months' work has been underway to develop an Oxfordshire SEND EHCP Banding Matrix. We are now beginning to plan for the next stages of the Banding Matrix, with the indicative plans to implement and go live in April 2027.

As part of moving towards this implementation we need to ensure that we have applied the Banding Matrix to all existing EHCPs in mainstream primary and secondary schools.

Following discussions, it was felt that this process would be best led by the schools, with support and quality assurance from OCC. Once this process is complete, and schools have submitted the required information and it has been quality assured by OCC, work will be undertaken to test and refine a fair and transparent banded funding model for mainstream schools.

The ask of schools

Instead of completing the banding matrix for all pupils with EHCPs, we are asking each secondary school to complete the matrix for:

- A minimum of 10% of the total number of EHCPs in your school, or
- 4 pupils with EHCPs (whichever number is higher)

Within this group:

- 50% (minimum of 2 pupils) should be pupils who receive up to 25 hours of support per week
- 50% (minimum of 2 pupils) should be pupils who receive more than 25 hours of support per week (i.e. pupils for whom a request for additional funding was submitted in October 2025)

This ensures the sample reflects a balanced range of need and provision across the school

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](#)

Take a look around

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

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

Professional Development Inclusive Support Series

You asked for...	What is happening...
EBSA	<ul style="list-style-type: none"> • EPS EBSA toolkit published March 2025 EBSA school toolkit (pdf format, 1.7 MB) • EBSA Webinars on – 3 sessions • Workshop at SEND Live
Masking, anxiety, PDA, foetal alcohol syndrome	Working group with health to look at ISS linked to MH and neurodivergence, medical diagnosis
Maximising the impact of TAs	EEF guidance exists on this. Training offered as part of Evaluate My School as this is section 5.
Global delay, executive functioning, processing speed	Working group to look at ISS linked to cognition and learning and neurodivergence
Behaviour support	<p>These are available</p> <ul style="list-style-type: none"> • Inclusive support series - SEMH Primary (docx format, 200KB) • Inclusive support series - SEMH Secondary (docx format, 200KB)
Attachment	The ATTACH team Oxfordshire County Council Shame
Selective mutism, verbal dyspraxia, DLD, Assisted Language Boards	Plans to work with Children's Integrated Therapies and C&I team

Spring Term

- Preparation for Adulthood (PFA) 16th March

Summer Term

- School age Phase Transfer – 20th April
- Post 16 Phase Transfer - 11th May
- Preparing for Ofsted – 18th May
- Preparing for Ofsted part 2 –workshopping questions – 8th June

Booking links

- [Preparation for Adulthood \(PFA\) | Oxfordshire | Education Services](#)
- [School age Phase Transfer | Oxfordshire | Education Services](#)
- [Post 16 Phase Transfer | Oxfordshire | Education Services](#)
- [SENDCO Essentials Preparing for Ofsted | Oxfordshire | Education Services](#)
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[SENDTrainingCPDoffer.xlsx](#)

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Support for strategic development planning

- new features when you set an action that allow you to set objectives, success criteria, and record impact
- Review objectives and your score for that statement or section
- Contact Jane.Elvidge@Oxfordshire.gov.uk if you'd like some training on strategic development planning for your MAT or partnership SENDCO meetings
- [EvaluateMySchool](#)

Statement: 6.2 The school's provision map gives a clear link between provision and learner progress.

Objective: Select Objective

Action

Success criteria - what will it look like if it is working?

Assigned to

Review at

Monitoring & evidence to be used - how will we find out if it is working?

Impact (to be complete after review 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

Tags: Select Tags

- Funding sought through Cabinet to **expand** project by a further 20 pathways.
 - decision due by end of February 2026
- Schools must complete an **application form** during the 2–3-week application window
 - email SENDStrategicEarlyIntervention@oxfordshire.gov.uk if you wish to be sent the application form, cohort form and slides
- Applications reviewed, scored, discussed and approved at **multi-agency boards**.
- The decision will be shared via the SENDCO Bulletin. Please sign up directly for the SENDCO bulletin here [Oxfordshire County Council](#)

Since launching in **September 2023**, the **Special School Outreach** service has received **428 referrals** (*January 2026 data*)

Allocation of further funding for this project has now been secured until July 2027.

- **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

The SEND Clinics offer a rich programme of themed sessions designed to support professionals in making meaningful, impactful change in their schools. With topics ranging from sensory processing and SEMH strategies to EHCP support and restorative approaches, each clinic is led by experienced practitioners from Oxfordshire's special schools.

Clinics are hosted at various locations across Oxfordshire and are available both face-to-face and online. To book a place at a SEND Clinic, schools should contact the delivering school directly. A booking form will be provided during this process and must be completed to confirm attendance. Full details can be found here [SEND Clinics](#).

Bringing our Oxfordshire SEND Community together. Whether you are a Primary, Secondary, or Special School there will be a set of workshops tailored for your individual needs. We will have an SEMH focus across the day. Look out for more workshop information on our workshop speakers coming through the SENDCO bulletin and schools' news.

- Wednesday 29th April 2026
- 9am – 4pm
- SEMH Focus with practical workshops across the day
- The Oxford Belfry Hotel & Spa

[Book your ticket here](#)