



Special Educational Needs and Disabilities (SEND) Information Report

Langford Village Community Primary School

Approved by:	Sam Porteous CoG / Governing Body	Date: 02.09.26
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Welcome

This SEND Information Report explains how our school identifies, supports and reviews the needs of pupils with Special Educational Needs and Disabilities (SEND). It outlines the provision available, how we work in partnership with pupils and families, and the graduated approach we use to ensure every child can access a broad, balanced and ambitious curriculum.

The report has been written in line with the SEND Code of Practice (2015) and aims to help parents and carers understand how SEND is supported within our school. It should be read alongside our SEND Policy, which provides further information about our statutory duties and the principles that underpin our inclusive practice.

You can find it on our website <https://langford-village.sch.life/>

Glossary

A glossary explaining the key terms used throughout this SEND Information Report is included at the end of the document. If you are unfamiliar with any of the terminology, we encourage you to refer to this section for further information.

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	• Speech, Language and Communication Needs (SLCN) • Autism Spectrum Condition (ASC) • Social Communication Difficulties • Developmental Language Disorder (DLD) ◦ Receptive language difficulties ◦ Expressive language difficulties • Selective Mutism
Cognition and learning	• Moderate Learning Difficulties (MLD) • Profound and Multiple Learning Difficulties (PMLD) • Specific Learning Difficulties (SpLD), including: ◦ Dyslexia ◦ Dyscalculia • Dyspraxia/Developmental Coordination Disorder (DCD) • Global Developmental Delay • Learning difficulties affecting memory, processing speed, attention and executive functioning

Social, emotional and mental health	• Emotional regulation difficulties • Anxiety • Depression/low mood • Attachment difficulties • Trauma-related needs • Behavioural needs (where they stem from underlying SEND) • Low self-esteem • Self-harm or emotionally based school avoidance (EBSA) • Attention Deficit Hyperactivity Disorder (ADHD)
Sensory and/or physical	• Visual Impairment (VI) • Hearing Impairment (HI) • Multi-Sensory Impairment (MSI) • Physical Disability (PD) • Fine motor difficulties • Gross motor difficulties • Medical conditions requiring ongoing adaptations • Sensory processing differences • Physical access needs

2. Which staff will support my child, and what training have they had?

Our special educational needs and disabilities co-ordinator, or SENDCO

Our Special Educational Needs and Disabilities Coordinator (SENDCO) is Mrs Oliver, who is a qualified teacher and holds the National Award for Special Educational Needs Coordination (NASENCO) and a Postgraduate Certificate in Education.

Mrs Oliver has over two years' experience as a SENDCO, following six months as Deputy SENDCO, and is allocated five days each week to lead and manage the school's SEND provision.

Working in partnership with pupils, families, staff and external professionals, the SENDCO oversees the implementation of the graduated approach, supports the identification of pupils with SEND, monitors the effectiveness of provision and ensures that the school meets its responsibilities under the SEND Code of Practice (2015) and the Children and Families Act 2014.

Class Teachers and Support Staff

All teaching and support staff receive ongoing professional development to ensure they are equipped to meet the needs of pupils with SEND. The SENDCO provides advice, guidance and training to staff, promoting inclusive practice and ensuring that support is responsive to the needs of our pupils.

Our programme of professional development includes training in:

- Relational Practice
- PACE (Playfulness, Acceptance, Curiosity and Empathy)
- Trauma-Informed Practice
- Pathological Demand Avoidance (PDA)

- Sensory Processing and Sensory Circuits
- Total Communication (Widget)
- Emotional Literacy Support Assistant (ELSA) approaches
- Mental Health Support Team (MHST) and CAMHS-informed practice
- Zones of Regulation
- Inclusive by Design and adaptive teaching approaches

Staff training is reviewed regularly and is informed by the needs of our pupils, developments in national and local guidance, and advice from external professionals. Where appropriate, staff receive specialist coaching and bespoke training to ensure that support remains evidence-informed, effective and responsive to individual needs.

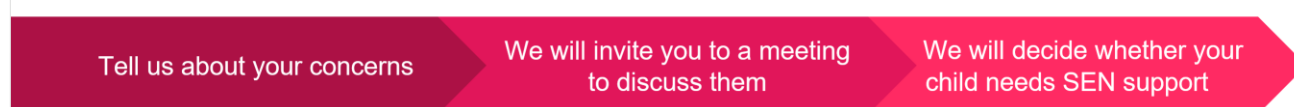
External agencies and experts

We recognise that some pupils may require additional specialist support to ensure their needs are met effectively. Where appropriate, we work in partnership with a range of external professionals and services to provide advice, assessment and targeted support for pupils with SEND, while also offering guidance to families and school staff.

The external agencies we may work with include:

- SENSS
- Educational Psychology Service
- CAMHS
- Community Paediatrics
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- SENDIASS
- LCSS/Early Help
- Children's Social Care
- OXSIT
- SENDCO Helpdesk
- EHCP Casework Team
- Special School Outreach
- School Nursing Service
- Mental Health Support Team

3. What should I do if I think my child has SEN?



If you have concerns about your child's learning, development or wellbeing, your child's class teacher should be your first point of contact. As they know your child best in the school environment, they will discuss your concerns with you, share their observations and explain the support that is already in place.

The class teacher will consider whether your child may benefit from additional adaptations through Quality First Teaching and appropriate reasonable adjustments. They will monitor your child's progress and, where appropriate, seek advice from the SENDCO to ensure that the right support is in place.

If concerns continue, the class teacher and SENDCO will work with you to gather information about your child's strengths and needs. This may include teacher assessments, observations, discussions with you and your child, and, where appropriate, advice from external professionals. Together, we will decide whether your child requires SEND Support through the graduated approach.

Where it is agreed that your child requires SEND Support, they will be added to the school's SEND Register and an individual Pupil Profile will be developed in partnership with you and your child. Appropriate provision, strategies and reasonable adjustments will be implemented and reviewed regularly through the Assess, Plan, Do, Review cycle to ensure they are having a positive impact on your child's progress and wellbeing.

Throughout this process, we value your knowledge of your child and will work collaboratively with you to ensure that any decisions about support are made together. Our aim is to identify needs early, remove barriers to learning and provide the right support at the right time so that every child can achieve their full potential.

4. How will the school know if my child needs SEND support?

At our school, we follow the guidance set out in the SEND Code of Practice (2015) and Oxfordshire's Special Educational Needs Support Guidance to identify pupils who may require additional support.

A pupil may be identified as needing SEND support if they are making less than expected progress despite high-quality teaching, or if they experience barriers to learning that make it significantly more difficult for them to access the curriculum than most pupils of the same age.

This is monitored by:

- Ongoing teacher assessment and observations.
- Progress and attainment data.
- Discussions with parents and carers, who know their child best.
- The views and experiences of the pupil.
- Information from previous settings or schools.
- Advice and assessments from external professionals, where appropriate.
- Screening and assessment tools used within school.

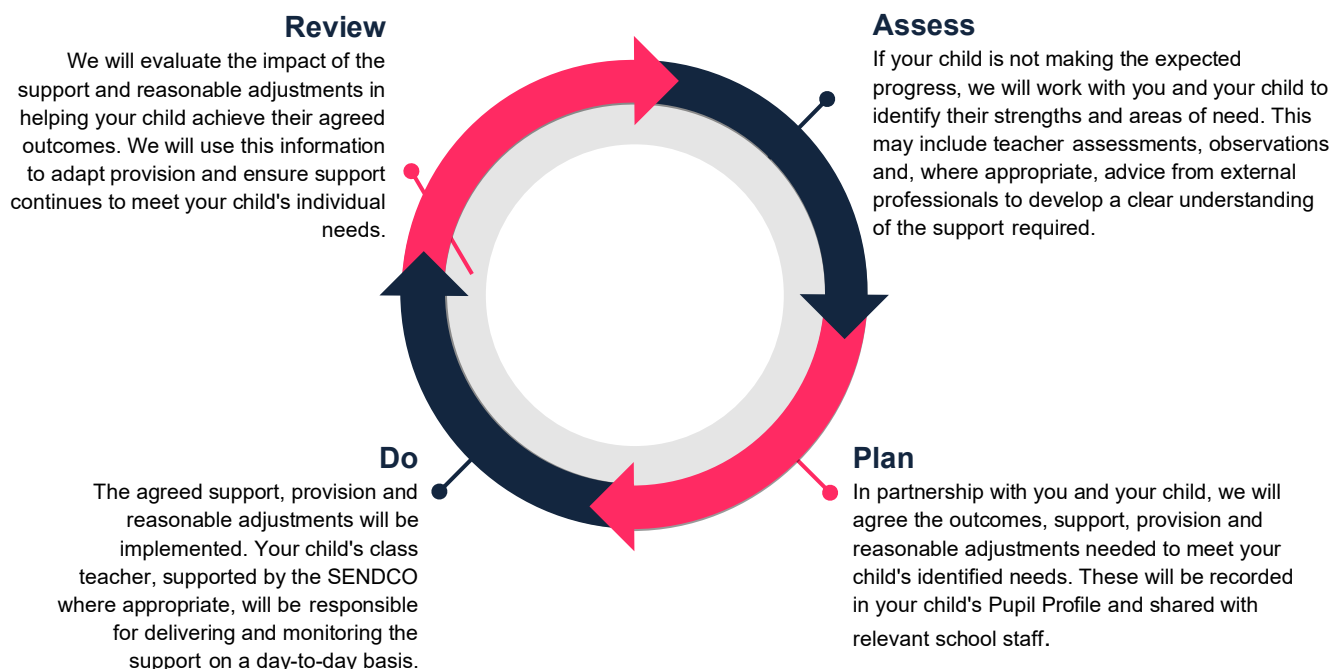
Where concerns are identified, we use the graduated approach of Assess, Plan, Do, Review to understand a pupil's strengths and needs, implement appropriate support, monitor its impact and review outcomes with parents, carers and the pupil.

Being identified as having SEND does not depend solely on academic attainment. Some pupils may require additional support because of difficulties with communication and interaction, cognition and learning, social, emotional and mental health, or sensory and/or physical needs, even if they are making expected academic progress.

We work closely with parents and carers throughout this process to ensure that decisions are made collaboratively and that support is tailored to each child's individual strengths and needs.

5. How will the school measure my child's progress?

We follow the **graduated approach** to identifying, planning for and meeting the needs of pupils with SEND.



The graduated approach follows a continuous cycle of Assess, Plan, Do, Review, enabling us to identify a pupil's strengths and needs, implement appropriate support, monitor its effectiveness and adapt provision where necessary.

Where a pupil is identified as requiring SEND Support, an individual Pupil Profile is developed in partnership with parents, carers and, wherever possible, the pupil. The Pupil Profile is a working document that captures the pupil's strengths, areas of need, desired outcomes, agreed strategies, reasonable adjustments and the provision in place to support them across the school day.

Pupil Profiles are formally reviewed three times each academic year as part of the school's graduated approach. These reviews provide an opportunity to celebrate progress, evaluate the impact of the support provided, consider the views of the pupil and their family, and agree next steps. Additional reviews may take place where a pupil's needs change or further discussion is required.

The progress of all pupils receiving SEND Support is carefully monitored through ongoing teacher assessment, classroom observations, provision reviews and discussions with parents, carers and external professionals where appropriate. The SENDCO works alongside teachers to monitor the effectiveness of interventions and reasonable adjustments, ensuring that provision remains responsive to each pupil's individual needs.

High-quality teaching remains the first response for all pupils. SEND provision is always considered alongside inclusive classroom practice, with support and interventions designed to remove barriers

to learning, promote independence and enable pupils to access a broad, balanced and ambitious curriculum.

Where evidence indicates that a pupil requires more specialist assessment or support, the school will work collaboratively with parents, carers and relevant external agencies to identify appropriate advice, provision and reasonable adjustments. Where a pupil's needs continue to require support beyond that ordinarily available through SEN Support, the school may work with parents, carers and professionals to consider an Education, Health and Care Needs Assessment (EHCNA) request to the Local Authority. Any request will be informed by evidence from the graduated approach, including the support provided, progress made and the pupil's ongoing needs. Reasonable adjustments and provision will continue to be reviewed throughout this process to ensure they remain effective and responsive to the pupil's individual needs.

6. How will I be involved in decisions made about my child's education?

We believe that parents and carers are key partners in their child's education and work closely with families to ensure decisions about SEND support are made collaboratively.

You will receive regular information about your child's progress through the school's reporting arrangements. In addition, there are daily opportunities to speak with your child's class teacher at the beginning and end of the school day, where appropriate. We also use a range of communication methods, including weekly class updates, individual feedback through ClassDojo and other agreed methods of communication, to keep you informed about your child's learning and wellbeing.

If your child receives SEND Support, you will be invited to attend three SEND review meetings each academic year as part of the graduated approach. During these meetings, we will:

- Review your child's progress towards their agreed outcomes.
- Discuss what has worked well and identify any remaining barriers to learning.
- Evaluate the impact of the support, provision and reasonable adjustments in place.
- Agree any changes to strategies, provision or reasonable adjustments.
- Set new or revised outcomes and next steps together.

Your child's Pupil Profile will be reviewed during each SEND review meeting and shared with you. It provides a summary of your child's strengths, areas of need, agreed outcomes, provision and strategies, ensuring you remain informed and actively involved in decisions about your child's education.

The SENDCO may also attend review meetings where appropriate and is available to meet with parents and carers to discuss any concerns or changes in need. Additional meetings can be arranged throughout the year if required.

We value the views of parents, carers and pupils and ensure they are actively involved in planning, reviewing and evaluating SEND provision.

7. How will my child be involved in decisions made about their education?

We recognise that children and young people should be involved in decisions about their education in a way that is appropriate to their age and stage of development.

Pupils are encouraged to share their views, strengths, interests and aspirations, and to contribute to setting and reviewing their outcomes. Their views are captured as part of their Pupil Profile and considered during review meetings, ensuring their voice helps to shape the support and provision they receive.

We are committed to listening to our pupils and supporting them to become active participants in their learning and development.

8. How will the school adapt its teaching for my child?

High quality, inclusive teaching is the foundation of our approach to supporting all pupils and is the first response to meeting individual needs. In line with the SEND Code of Practice (2015) and Oxfordshire's SEN Support Guidance, all teachers are responsible for the progress and development of every pupil in their class.

Teachers adapt teaching through Quality First Teaching, using a range of evidence-informed strategies to remove barriers to learning and enable pupils to access a broad, balanced and ambitious curriculum. These adaptations are informed by our SEND Provision Map (Universal Offer) and may include:

- Adaptive teaching to meet individual learning needs.
- Clear routines, structured lessons and visual supports.
- Scaffolded learning and differentiated resources where appropriate.
- Pre-teaching and overlearning of key concepts and vocabulary.
- Opportunities for repetition, retrieval and consolidation.
- Adapted methods of recording and demonstrating learning.
- Sensory and environmental adjustments to support engagement and regulation.
- Access to assistive resources and reasonable adjustments.
- Communication strategies that promote understanding and participation.
- Positive relational approaches that support emotional wellbeing and inclusion.

Where Quality First Teaching alone is not sufficient to meet a pupil's needs, additional targeted provision may be introduced through the graduated approach. Any additional support is planned in partnership with parents, carers and the pupil, and is monitored regularly to ensure it has a positive impact on progress and outcomes.

Our SEND Provision Map sets out the range of universal, targeted and specialist provision available within our school to support pupils with Special Educational Needs and Disabilities. It outlines the strategies, reasonable adjustments, interventions and approaches used to remove barriers to learning and promote inclusion, independence and positive outcomes.

The provision detailed reflects our graduated approach and may be adapted to meet the individual strengths and needs of each pupil.

9. How will the school evaluate whether the support in place is helping my child?

We regularly evaluate the effectiveness of SEND provision through the graduated approach to ensure that the support in place continues to meet your child's individual needs and helps them make progress.

This is achieved by:

- Reviewing your child's progress towards their agreed outcomes through the Assess, Plan, Do, Review cycle and formal SEND review meetings.
- Monitoring the impact of targeted interventions and adapting or discontinuing provision where it is not having the intended effect.
- Using ongoing teacher assessment and other assessments that are appropriate to your child's stage of development and individual needs.
- Listening to the views of your child and considering feedback from parents and carers.
- Regularly monitoring the quality and impact of provision through the SENDCO and school leadership team.
- Seeking advice from external professionals where appropriate to inform future provision.
- Holding an Annual Review for pupils with an Education, Health and Care (EHC) Plan, bringing together parents, school staff and relevant professionals to review progress, provision and outcomes.

This ongoing process enables us to make informed decisions about the support your child receives, ensuring that provision remains appropriate, effective and responsive to their changing needs.

10. How will the school resources be secured for my child?

We are committed to ensuring that pupils with SEND have access to the support, resources and reasonable adjustments they need to achieve positive outcomes and participate fully in school life.

Where evidence shows that additional provision is required, the school will work collaboratively with parents, carers and relevant external professionals to identify the most appropriate support. This may include:

- Specialist equipment or adapted resources.
- Additional adult support where this is required to meet an identified need.
- Further training or advice for school staff.
- Support and assessment from external specialist services.

The school uses its delegated SEND funding to provide support for pupils with SEND in line with the SEND Code of Practice (2015) and Oxfordshire guidance. Where a pupil's needs require provision beyond the resources ordinarily available within the school's delegated funding, the school will work with the Local Authority and other relevant professionals to explore additional funding or specialist support, where appropriate.

All decisions about the allocation of resources are based on the individual needs of the pupil, the evidence of what is required to remove barriers to learning, and the expected impact of the provision on the pupil's progress, independence and wellbeing.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

We are committed to creating an inclusive school where every pupil is valued and has the opportunity to participate fully in all aspects of school life. In line with the SEND Code of Practice (2015) and Oxfordshire's SEN Support Guidance, we make reasonable adjustments to remove barriers to participation wherever possible.

We will support your child's inclusion by:

- Ensuring all pupils have access to a broad, balanced and ambitious curriculum through high-quality inclusive teaching.
- Making reasonable adjustments to learning, the environment, routines and activities to enable full participation.
- Providing appropriate support and resources that promote independence and successful participation.
- Planning educational visits, enrichment activities, clubs and wider school events so that they are accessible to all pupils wherever reasonably possible.
- Using advice from external professionals, where appropriate, to inform adaptations and strategies that support inclusion.
- Supporting pupils' social, emotional and communication needs through relational approaches and opportunities to develop positive relationships with their peers.
- Working in partnership with parents, carers and pupils to identify and address any barriers to participation.

Our aim is for every pupil to feel safe, included and valued as a member of our school community, with the support they need to participate, achieve and develop alongside their peers.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Our school is committed to providing an inclusive education for all children and welcomes applications from pupils with Special Educational Needs and Disabilities (SEND).

Admissions are managed in accordance with the Oxfordshire County Council Admissions Policy, the School Admissions Code, the Children and Families Act 2014, the Equality Act 2010, and the SEND Code of Practice (2015). Pupils with SEND are considered fairly and are not treated less favourably because of their additional needs or disabilities.

Where a child has an Education, Health and Care (EHC) Plan, the Local Authority will consult with the school before naming it in Section I of the plan. If the school is named, we have a duty to admit the child unless the exceptions set out in the Children and Families Act 2014 apply.

We encourage parents and carers of children with SEND to contact the school before admission so that we can discuss their child's strengths, needs and any reasonable adjustments that may support a successful transition. Where appropriate, we work closely with families, previous educational settings, the Local Authority and external professionals to plan effective transition arrangements and ensure that appropriate provision is in place from the outset.

Our aim is to ensure that every child is welcomed into our school community and has the support they need to access learning, participate fully in school life and achieve positive outcomes.

13. How does the school support pupils with disabilities?

We are committed to ensuring that all pupils, including those with disabilities, are fully included in school life and have equal opportunities to access learning, participate in the wider curriculum and achieve positive outcomes. Our practice is guided by the Equality Act 2010, the SEND Code of Practice (2015) and Oxfordshire's SEND guidance.

We make reasonable adjustments to remove barriers to learning and participation, ensuring that disabled pupils are not treated less favourably than their peers. These adjustments are personalised to meet individual needs and are reviewed regularly through the graduated approach.

Support may include:

- High-quality inclusive teaching and adaptive classroom practice.
- Reasonable adjustments to teaching, learning, routines and the school environment.
- Access to specialist equipment, auxiliary aids and assistive technology where appropriate.
- Personalised provision and strategies, as outlined within our SEND Provision Map, including universal, targeted and specialist support.
- Adaptations to educational visits, enrichment activities and extracurricular opportunities to promote full participation.
- Advice and support from external professionals to inform provision and reasonable adjustments where required.

The school is committed to providing an accessible environment for all pupils. Our Accessibility Plan sets out how we will:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment to enable disabled pupils to access education, facilities and services.
- Improve the availability of accessible information for pupils and their families.

A copy of the school's Accessibility Plan is available on our website or can be requested from the school office.

14. How will the school support my child's mental health, and emotional and social development?

We recognise that positive mental health and emotional wellbeing are fundamental to successful learning, inclusion and participation in school life. We take a proactive, whole-school approach to promoting emotional wellbeing.

Our approach includes:

- A qualified Senior Mental Health Lead, who oversees the school's strategic approach to promoting positive mental health and wellbeing.
- A whole-school approach developed in partnership with the Mental Health Support Team (MHST), ensuring that emotional wellbeing is embedded across the school community.
- Access to a qualified Emotional Literacy Support Assistant (ELSA), providing targeted support for pupils who would benefit from additional emotional literacy and wellbeing interventions.

- Well-being Warriors, opportunities to develop pupil voice, and activities that promote positive relationships, resilience and a sense of belonging.
- A graduated range of universal, targeted and specialist SEMH provision, as detailed within our SEND Provision Map, which may include emotional check-ins, nurture approaches, social skills development, emotional regulation strategies, Zones of Regulation, restorative conversations, sensory circuits, brain breaks, lunchtime and play support, structured intervention groups, and personalised support to meet individual needs.
- An inclusive curriculum and learning environment that is accessible to all pupils through high-quality inclusive teaching and appropriate reasonable adjustments.
- Alternative provision and flexible support, where appropriate, to help pupils regulate, re-engage with learning and successfully participate in the school day.
- A relational approach to behaviour, underpinned by staff training in Relational Practice, PACE, Trauma-Informed Practice, Sensory Processing, PDA, Total Communication, Inclusive by Design and other evidence-informed approaches.

Where a pupil requires additional support, we work in partnership with parents, carers and relevant external professionals, including CAMHS where appropriate, to identify the most effective provision. The impact of support is monitored and reviewed through the graduated approach to ensure it continues to promote positive outcomes for the pupil's wellbeing, social development and learning.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years and phases

We recognise that transitions can be an exciting but sometimes challenging time for pupils with SEND. We carefully plan transition arrangements to ensure that each pupil feels safe, prepared and confident as they move between classes and key stages.

The level of transition support is personalised and based on the individual needs of the pupil. For some pupils, this may involve an 'enhanced transition' delivered in the weeks leading up to the summer holidays and continuing into the autumn term where appropriate.

Enhanced transition support may include:

- Additional visits to the new classroom at quieter times of the day.
- Opportunities to explore the learning environment through familiarisation activities, such as '*Can You Find...?*' challenges.
- Visits to shared areas, including cloakrooms, toilets, playgrounds, dining areas and other key locations.
- Opportunities to spend time with the new class teacher and other key adults to develop positive relationships before the start of term.
- 'Getting to Know Me' activities, allowing pupils and staff to learn about individual strengths, interests, preferred communication methods and successful support strategies.
- Social stories, visual timetables, photographs and transition booklets to prepare pupils for changes in routines, staff and learning environments.
- Structured opportunities to practise new routines, including arrival, lunchtime, assemblies and the end of the school day.
- Additional transition sessions during the first few weeks of the autumn term to reinforce routines, expectations and feelings of belonging.
- A Pupil Information Record, completed as part of the transition process, which provides teaching staff with detailed information about the pupil's individual strengths, needs,

successful strategies, reasonable adjustments, communication preferences and any medical or pastoral considerations to ensure continuity of support from the first day of term.

As pupils move through the school, we also provide opportunities to develop the knowledge, skills and independence needed for the next stage of their education. This includes supporting communication, emotional regulation, self-advocacy, organisation, resilience and independence through everyday learning experiences and personalised provision, helping pupils to prepare for adulthood in an age-appropriate way.

Between schools

We work collaboratively with parents/carers, the receiving school or setting and, where appropriate, external professionals to ensure that transitions are carefully planned and tailored to each pupil's individual needs.

To support a smooth transition, we will:

- Share relevant information about your child's strengths, needs, successful strategies, provision and reasonable adjustments, with parental consent where required.
- Provide key transition documents, including the Pupil Information Record, to ensure staff have a clear understanding of your child's individual needs before they start.
- Liaise directly with the receiving school or setting to discuss effective approaches, provision and any specialist support required.
- Arrange additional transition visits or bespoke transition activities where these are appropriate to meet your child's needs.
- Involve your child and family throughout the transition process, ensuring that their views, aspirations and any concerns are considered when planning support.

Our aim is to ensure that every transition is well planned, collaborative and responsive, enabling pupils to move on with confidence and continuity of support.

16. What support is in place for looked-after and previously looked-after children with SEN?

Our Designated Teacher for Looked-After and Previously Looked-After Children is Mrs Oliver, who is also the school's SENDCO. This enables a joined-up approach to planning, monitoring and reviewing provision. Mrs Oliver works closely with class teachers, parents and carers, the Oxfordshire Virtual School, the Local Authority and other relevant professionals to ensure that each pupil's needs are understood and appropriately supported.

Mrs Oliver ensures that all staff understand how a pupil's care experiences and SEND may interact, and the implications this may have for teaching, learning, emotional wellbeing and participation in school life. This helps staff to make appropriate reasonable adjustments, provide effective support and maintain high aspirations for every pupil.

Looked-after and previously looked-after children with SEND are supported through the same graduated approach as all pupils with SEND. Where a pupil is looked after, they will also have a Personal Education Plan (PEP), which is reviewed regularly in partnership with the child, carers, school, the Virtual School and other professionals. We ensure that the PEP, Pupil Profile, SEND Support arrangements and, where applicable, the Education, Health and Care (EHC) Plan, are

aligned so that they complement one another and provide a coordinated approach to meeting the pupil's individual needs.

By working collaboratively with families and partner agencies, we aim to promote stability, remove barriers to learning and ensure that looked-after and previously looked-after children with SEND are supported to attend, participate and achieve their full potential.

17. What should I do if I have a complaint about my child's SEN support?

We are committed to working in partnership with families and encourage parents and carers to discuss any concerns as early as possible so that they can be resolved collaboratively.

If you have a concern about your child's SEND provision, you should speak to your child's class teacher in the first instance. If your concern remains unresolved, you may then contact the SENDCO or Headteacher, who will work with you to understand your concerns and seek an appropriate resolution.

If you remain dissatisfied, you may make a formal complaint in accordance with the school's Complaints Policy, which is available on our website or can be requested from the school office.

If, after following the school's complaints procedure, you are still dissatisfied, you may seek independent advice or pursue the routes outlined in the SEND Code of Practice (2015), including disagreement resolution and mediation services where appropriate. Information about these services is available through Oxfordshire County Council and SENDIASS Oxfordshire.

If you believe your child has been discriminated against because of their disability, you have the right to make a claim to the First-tier Tribunal (Special Educational Needs and Disability). This includes concerns relating to admissions, exclusions, the provision of education or associated services, and the school's duty to make reasonable adjustments.

Further information can be found in the SEND Code of Practice (2015) (paragraphs 11.100–11.111) and on the GOV.UK website. Contact details for Oxfordshire's disagreement resolution and mediation services are available through the Oxfordshire SEND Local Offer.

18. What support is available for me and my family?

We recognise that navigating SEND can sometimes feel overwhelming. If you have any questions or concerns about your child's needs, or would like further advice about the support available, please contact the school. We are committed to working in partnership with you to ensure that your child and family receive the guidance and support they need.

Further information about services, support and opportunities available for children and young people with SEND in Oxfordshire can be found through the Oxfordshire SEND Local Offer, which provides information on education, health, social care and community services:

Oxfordshire SEND Local Offer

<https://www.oxfordshire.gov.uk/children-and-families/oxfordshire-send-local-offer>

SENDIASS Oxfordshire

<https://www.sendiass-oxfordshire.org.uk/>

Families may also find support from a range of local charities and voluntary organisations that offer information, advice, training, peer support and opportunities for children and young people with SEND. These include:

- <https://www.oxpcf.org.uk/>
- <https://autismoxford.org.uk/>
- <https://oasisonline.org.uk/>
- <https://adhdoxfordshire.co.uk/>
- <https://www.keenoxford.org/>
- <https://www.flexicare.org/>
- <https://www.oxfordshire-deaf-childrens-society.org.uk/>
- <https://homestartoxford.org.uk/>
- <https://www.oxfordshiremind.org.uk/>
- <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://schools.oxfordshire.gov.uk/sites/default/files/2026-03/EBSAParentGuidanceSupportingChildrenwithNegativeFeelingsaboutSchool.pdf>
- <https://www.facebook.com/groups/TheSENDRoom/>

Families may also find information, advice and support from a range of national charities and organisations that provide guidance, resources and advocacy for children and young people with SEND and their families. These include:

- <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://schools.oxfordshire.gov.uk/sites/default/files/2026-03/EBSAParentGuidanceSupportingChildrenwithNegativeFeelingsaboutSchool.pdf>
- <https://www.ipsea.org.uk/>
- <https://contact.org.uk/>
- <https://sendfs.co.uk/>
- [NSPCC](https://www.nspcc.org.uk/)
- <https://family-action.org.uk/>
- <https://www.specialneedsjungle.com/>
- <https://www.mentallyhealthyschools.org.uk/>
- <https://notfineinschool.co.uk/>
- <https://parents.actionforchildren.org.uk/>

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan

- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages