



SEND Information Report for Oare C of E Primary – September 2025

This should be considered alongside Excalibur Academies Trust SEND policy which is found on our school website or at www.excalibur.org.uk

1. Roles and responsibilities

1.1 The SENCo

The SENCo is:

Mrs Flora Kay

She will:

- Work with the Executive Principal and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCPs (education, health, and care plans).
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

1.2 The SEND governor is Mr Jon Ford

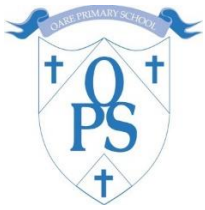
The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the SENDCo to determine the strategic development of the SEND policy and provision in the school

1.3 The Executive Principal is Ms Michelle Perrett

The Principal will:

- Work with the SENDCO and Academy Committee to determine the strategic development of the SEND policy and provision within the school



- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

1.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

2. SEND information

2.1 The kinds of SEND that are provided for

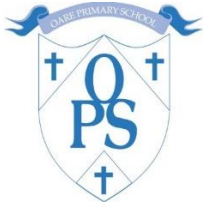
Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction. For example, autistic spectrum disorder and speech and language difficulties
- Cognition and learning. For example, specific learning difficulties such as dyslexia, dyspraxia and dyscalculia
- Social, emotional and mental health difficulties. For example, attention deficit hyperactivity disorder (ADHD), anxiety disorders, mental health difficulties and low mood
- Sensory and/or physical needs. For example, visual impairments, hearing impairments, processing difficulties or other sensory processing needs

2.2 Identifying pupils with SEND and assessing their needs

The decision over whether a child will be added to the school's SEND register will be the responsibility of the SENCO. It will be based on a set of criteria, decided by the school. If the child meets 1 or more of the criteria below, they will be considered for the SEND register:

- *The child is working at least 12 months behind in 2-3 of the 3 core areas (reading, writing, maths).*
- *The child is working at least 18 months behind in just 1 of the core areas. This could indicate a specific learning difficulty.*
- *The child requires support from external professionals e.g., the Speech and Language team, **and** their attainment, progress or emotional health is affected in this area. A child will not be automatically added to the register just because they are open to an external service.*
- *The child has a physical or medical condition which requires adaptation to the curriculum so they can access quality first teaching. For example, a child with epileptic absence seizures may require pre-teaching.*
- *The child has social communication difficulties or neurological difficulties (either diagnosed or undiagnosed) that affect*



their ability to access the curriculum, regulate their emotions/behaviour and/or socialise independently.

- *If a child arrives from another school where they were on the SEND register, they will automatically be added to the school's register until the next review point.*

Parents will always be informed if their child is on the school's SEND register, by means of a meeting with their class teacher and SENCO.

The register will be reviewed three times a year.

2.3 Consulting and involving pupils and parents

We value a close working relationship with parents and carers, as this is the key to supporting a pupil's needs. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. We believe parental and pupil input is vital and these conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

In addition, once on the SEND Register, parents and carers will receive an Individual Education Plan (IEP) document from their child's class teacher three times a year to explain what support is in place for their special needs, detailing progress made and new targets.

Our teachers are available to speak to parents and carers at the start and end of most days, and the SENCO is available every Monday, holding weekly parent 'drop in' sessions to address needs in a timely manner.

Our children are involved in reviewing their own progress plans each term. We also regularly seek to collect feedback from our students, to ensure they are happy and learning effectively.

2.4 Assessing and reviewing pupils' progress towards outcomes

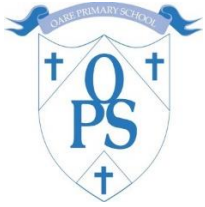
The academic progress of pupils with SEND is tracked carefully by the class teacher, SENCO and the school's leadership team, and timely support will be put in for any pupil whose progress slows. We will also carefully track pastoral support to ensure pupils with social, emotional, and mental health needs are not struggling.

All teachers and support staff will be made aware of the SEND needs in their class, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. This information will be communicated to parents and carers three times a year.

Every child on the SEND register will have an Individual Education Plan (IEP) personalised document. This will record individual targets alongside the support strategies used in class as part of daily practice and through interventions (catch-up work). The IEP is written by class teachers in collaboration with the SENCO and is reviewed three times a year.

Pupils may move on to a My Support Plan (MSP) which is a non-statutory Wiltshire document. We move children onto an MSP if we feel the child is not making sufficient progress despite cycles of support and, with parents' agreement, we feel that we may need to make a request for assessment for an EHCP (Education, Health, and Care Plan). We meet with the Parents of children with MSP to review progress and targets three times a year.

Children with a MSP or EHCP will have three review meetings a year to evaluate small steps of progress towards their EHCP



outcomes, as well as an Annual Review. Parents and carers will always be part of these child-centred meetings.

2.5 Supporting pupils moving between phases

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this, although safeguarding information will always be shared.

We have close working relationships with our local secondary school, St John's Academy. Children in Year 6 will have several visits to the school during the year. Mrs Kay will meet with the KS3 SENCO, Mrs Sarah Cardy, to share information on prospective pupils and to plan their support.

Mrs Kay will also liaise with the SENCOs of all secondary schools that children with SEND are transferring to. Children requiring additional transition visits will have these arranged. In some cases, One Page Profiles may be created to share information from the pupil's viewpoint. Mrs Kay may also offer guidance to parents in choosing the right school for their child's needs.

Children transferring from pre-school into Oare CE School Academy's Reception class will enjoy a transition period over the summer term and a staggered settling in period for the Autumn term they start school.

Children with SEND across the school may receive transition booklets with photos of their new teachers and classrooms.

2.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

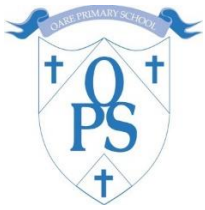
High-quality teaching is our first step in responding to pupils who have SEND. We make use of the EEF '5 a day' strategies (Explicit Instruction, Cognitive and Metacognitive strategies, Scaffolding, Flexible Grouping and Using Technology) to ensure all our learners have access to high quality teaching and that teaching is inclusive to all.

We aim to ensure that our classroom environments are fully inclusive, with reasonable adjustments being made on an individual basis, to ensure all needs are met and class teachers using teaching strategies and resources that benefit all learners. This is not an exhaustive list but includes distraction free learning spaces, clear and recognisable fonts, visual cues and timetables and clear instructions repeated in the same way.

When in-class adaptations are not sufficient, we will look to involve a child in at least one intervention. Interventions are reviewed three times a year to assess impact.

Our available interventions may vary from term to term, but often include:

- Tailored and personalised small-group literacy/ numeracy support
- Sounds-Write Phonics interventions
- Precision Teaching (key Maths skills and spellings)
- Daily Readers (Herts for Learning)]



- Fine or Gross Motor skills
- Speech and Language Interventions, as recommended by Speech Therapists
- Social Skills group
- Lego Therapy

Decisions will be based on pupil progress data and the class teachers' knowledge of the children.

2.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Ensuring our curriculum is fully inclusive and tailored to ensure all pupils can access it. We make use of the EEF '5 a day' strategies (Explicit Instruction, Cognitive and Metacognitive strategies, Scaffolding, Flexible Grouping and Using Technology) to ensure all our learners have access to high quality teaching and that teaching is inclusive to all.
- Bespoke curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing e.g providing concrete resources and manipulatives in maths such as place value counters, Diennes equipment etc.
- 'Small steps' approach maths programme ('Can Do' maths)
- The Write Stuff scaffolded writing programme
- Maths is taught in year groups rather than class groups.
- Using recommended aids - coloured overlays, visual timetables, larger font, focus tools, wobble cushions, ear defenders etc.
- Use of assistive technology – e.g. laptops for dictation/ immersive reader
- Adapting our teaching to the needs of different learners, for example, giving longer processing times, pre- and post-teaching of key vocabulary, reading instructions aloud, scribing, providing both visual and auditory instructions, now and next boards etc.
- Whole school approaches to working walls (including scaffolding techniques such as the addition of pictures to vocabulary, metacognitive questions displayed and linked to Growing Oare Minds) to ensure children understand how to access the environment around them.
- Careful consideration of environment to limit sensory overload and ensure sufficient space at tables and individual workstations.
- Our school aims to be dyslexia friendly. We use tinted backgrounds on our interactive boards and support pupils with visually engaging resources. Some pupils use reading rulers and coloured exercise books.

2.8 Additional support for learning

We have 7 Learning Support Assistants who work across the week and are trained to deliver extra phonics support. Learning Support Assistants may also support pupils on a small group or 1:1 basis when providing a bespoke intervention (such as Precision Teaching).

Learning Support Assistants and teachers will support pupils in small groups when supporting pupils requiring a similar level of support or support in the same area.

We work with the following agencies to provide support for pupils with SEND:



- Educational Psychology
- Community Paediatrics
- Paediatric (Occupational) Therapy
- Cognition and Learning Specialist Advisory Teachers
- Communication and Interaction Specialist Advisory Teachers
- Speech and Language Therapy
- CAMHS (mental health support)
- Visual impairment Team
- The Early Years Quality and Inclusion Team
- School nursing

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1. The SENCO will decide which services to refer a child to. Support is allocated on a priority basis, depending on the child's needs.



- Speech and Language Therapy
- Integrated Therapies (Occupational Therapy and physiotherapy)
- Behaviour Support Service
- School Nursing Team
- Visual and Auditory Impairment Teams
- CAHMs (Mental Health Support)

The SENCO will decide which services to refer a child to. Support is allocated on a priority basis, depending on the child's needs.

2.9 Expertise and training of staff

Our SENCO, Flora Kay, is completing the SEND NPQ, which is the new statutory qualification for SENCOs. She has 8 years teaching experience, most recently as a member of the Inclusion Team at an Outstanding London Primary School where she supported children and their families with a range of complex SEND needs. She is part of an active network of SENCO's within the academy and is supported by Kate Hinks, Head of SEND for Excalibur Academies Trust. She is allocated 1/2 day a week to manage SEND provision at Oare. In her absence, the Executive Principal was previously Deputy Head of a Specialist Setting.

We have a team of 7 Learning Support Assistants who work across the week and are trained to deliver SEND provision. This includes one ELSA who supports children's emotional literacy and

We have 2 Higher Level Teaching Assistants (HLTAs) and 2 further Learning Support Assistant who are trained to deliver interventions such as Precision teaching, NESSY and small group work (such as extra phonics support). 1 of these HLTAs is a fully trained ELSA and is able to deliver pastoral support and a range of emotional literacy support programmes. We also have an additional teacher who is able to facilitate small group and one-to-one bespoke, targeted interventions as well as wave 1 teaching support.

HLTAs and LSAs will support pupils on a 1:1 basis when providing a bespoke intervention (such as Precision Teaching) or if they receive additional funding for bespoke provisions.

In the last academic year, staff have been trained in the EEF '5 a day' strategies, Sounds-Write Intervention, Trauma Informed Teaching, Autism Education Trust 'understanding autism', Team Teach Behaviour Support. The academic year 2024-25, they are focusing on further developing their support and understanding of Neurodiversity and Social, Emotional and Mental Health Needs through Zones of Regulation Training, Forest School Training and further Autism Education Trust modules. There will also be a focus on using Assistive Technology to support SEND.

2.10 Securing equipment and facilities

There is an annual SEND budget in order to purchase equipment and facilities. We also have a very



supportive Parent and staff Association (PTA) who raise vital funds in order for us to secure further resources.

2.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions termly
- Using pupil questionnaires and 'pupil voice' discussions
- Monitoring by the SENCo, including regular learning walks
- Using provision maps to measure progress and effective funding
- Holding annual reviews for pupils with EHC (Education, Health, and Care) plans
- Capturing the view and feedback of Parents wherever possible.

2.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All our extracurricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips to Braeside and PGL.

All pupils are encouraged to take part in sports day, sports events, school plays, special workshops etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

As we are a small school, we are able to put in place personalised plans for the admission of any pupils with specific disabilities and the support that will be provided.

Our school is single-level, and all classrooms have step-free access. We have a disabled toilet and provision is made for children with medical needs to access this space. We would liaise with the Wiltshire School Nursing Team to ensure we have appropriate medical or intimate care plans for any child who needs additional support.

Admission for a child with an EHCP is arranged in collaboration with Wiltshire's SEND Service. We will evaluate whether we can provide the provision described in the child's EHCP and will provide a response based on this. Occasionally, a child's needs may be better met in specialist provision, and we will support a family to access this. We consider ourselves a flexible and inclusive school, and we will always do our best to adapt to a child's individual needs.

The school's accessibility plan can be found on our website. This is reviewed annually by the SENCo and SEND link governor.

2.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- A variety of programmes are utilised (for example Zones of Regulation, Social Stories and



Lego Therapy, as well as more person-centred holistic support for emotional and social needs).

- We will also begin to run a weekly Forest Schools session, where KS1 children can enjoy being outdoors and teamwork. Children are taken to a designated woodland for forest school lessons.
- We have a zero-tolerance approach to bullying and run an annual 'anti-bullying prevention week'
- Neurodiversity is celebrated throughout the year, and particularly during Neurodiversity Week.



2.14 Working with other agencies

We work closely with external agencies to support children with SEND. We have 'Solution Surgeries' with the Educational Psychologist and/ or SSENs team as required, in which teachers have the opportunity to discuss individual children, and receive guidance, support and practical strategies on how best to support them. These conversations may then lead to referrals to other agencies and services if that is deemed appropriate. The SSENs team also provide training for staff which we utilise to support staff CPD.

2.15 Contact details for raising concerns

If parents have any concern about their child's learning or progress, parents are encouraged to speak to their child's class teacher and in addition, we run a weekly drop in with the school's SENCo. If concerns persist, parents can speak with the SENCo, Flora Kay SEND@greatbedwyn.excalibur.org.uk or the Executive Principal, Michelle Perrett letters@oare.excalibur.org.uk

2.16 Complaints about SEND provision

Our staff are always happy to meet with parents to discuss any issues. The first point of contact for most concerns will be the child's class teacher. Parents and carers are always welcome to make direct contact with the SENCO. If the issue is still not resolved following this conversation, parents can raise their complaint with the Executive Principal who will aim to reach a resolution. Following this, they will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

2.17 Contact details of support services for parents of pupils with SEND

When required, we will always try to signpost parents to appropriate available support services in the local area. Below is a list of some of the support services available to parents and carers of pupils with SEND.

- Wiltshire SENDIASS are available to support parents. www.kids.org.uk/wisa
- Wiltshire Parent carer Council <http://www.wiltshireparentcarercouncil.co.uk> e.g. SWAPP Course – Support in Wiltshire Autism Parent Programme) <https://www.wiltshire.gov.uk/local-offer-training-parent-carers>
- Carer support (Wiltshire) <https://www.wiltshire.gov.uk/local-offer-carer-support>
- Wiltshire Young Carers (for siblings of children with SEND) <https://carersupportwiltshire.co.uk/young-carers>
- Wiltshire SENDIASS (formerly WISA) is the statutory information, support, and advice service for Wiltshire. We offer free, independent, and impartial information relating to education, health, and social care for children and young people (0-25) with Special Educational Needs and/or



disabilities (SEND), and their families, to empower them to make appropriate and informed choices

2.18 The local authority local offer

Our local authority's local offer is published here: <https://www.wiltshire.gov.uk/local-offer>

2.19 Our school local offer

Our approach to provision with SEND is outlined throughout this report. Please find our whole school provision map on the website, detailing more of our inclusive strategies, as well as interventions.

3 Monitoring arrangements

This information report will be reviewed by Mrs Flora Kay, the school's SENCo, every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

4 Links with other policies and documents

This policy links to other policies:

- Excalibur SEND policy
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions

Written by: Flora Kay September 2025

Due for review: July 2026