



SEN Information Sheet

September 2025

Version 0.4

Date of ratification by governing body:

Date of next review: September 2026

1 Introduction

1.1 These pages set out information about our provision for children with Special Educational Needs (SEN). This will be updated annually and is intended to be a guide to SEN at Sonning Common Primary School. This guide has the following sections:

- [Introduction](#)
- [Identifying children and young people with SEN](#)
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- [How do we know if SEN provision is effective?](#)
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- [Joining the school and moving on](#)
- [Who to contact](#)
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1.2 For the purposes of this document, Special Educational Needs can be defined as:

- a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

(SEN Code of Practice, DfE, Pg. 15-16)

1.3 Sonning Common Primary School provides for children and young people with a wide range of special educational needs, which fall into four main categories. These are:

- **Communication and interaction needs**- This includes children who have speech language and communication difficulties including autistic spectrum conditions.
- **Cognition and Learning needs**- This includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- **Social, Emotional and Mental Health (SEMH) needs**- This includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.
- **Sensory and/or Physical needs**- This includes children who have visual or hearing needs, or a physical disability that affects their learning.

1.4 We are a mainstream primary school with 295 children currently on roll, of which 35 (12%) are currently on the SEN register.

- 1.5 Our Special Educational Needs Coordinator (SENCo) is Mr Tim Coates. He can be contacted by telephone on: 01189 722105 or via email on: senco@sonning-common.oxon.sch.uk
- 1.6 Our Governor with responsibility for SEN is Mr Gary Edwards.
- 1.7 The school has both an SEN Policy as well as an Access Plan, a Behaviour Management Policy and a Positive Handling Policy. These can all be found on the school website at <https://sonningcommonprimary.co.uk/our-school/curriculum-2/>

2 Identifying children and young people with SEN

- 2.1 In order to identify SEN or additional needs, the school uses Oxfordshire County Council's guidance 'Foundation and Primary Needs' document. This guidance sets out:
- How we identify if a child or young person has a special educational need.
 - How we assess children and plan for their special educational needs and how we adapt our teaching.
 - Ways in which we can adapt our school environment to meet each child's needs.
 - How we review progress and agree outcomes and involve parents and children in this.
- 2.2 If you would like to read this guidance, please follow this link:
<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>

3 Supporting children and young people with SEN

- 3.1 Adapting the curriculum:
- We offer a broad and balanced curriculum for all children and young people including those with SEN. Details are published on the school website. The way we adapt this for children with SEN and disabled children is set out in the School Accessibility Plan. You can read it on our website.
- 3.2 Expertise we can offer:
- Our SENCo is a qualified teacher with training in Special Educational Needs, Social, Emotional and Mental Health, Autism Spectrum Disorders, Visual Impairment, Catch up Numeracy, Numicon, First Aid and Team Teach. He is the Designated Lead for Safeguarding, the Designated Teacher for Looked After Children (LAC) and has undertaken the Senior Mental Health Lead training. He is also responsible for any emergency medications (Epipens etc) that are held in school and is a qualified Team Teach and behaviour management trainer.
 - All staff have basic awareness level training in First Aid, ASD, Safeguarding Children, Radicalisation awareness (Prevent) and the administration of Epipens, Jextpens and Emerade.

- Many of our staff members have received training in Team Teach methods, visual/auditory impairments and the administration of Buccolam for Epilepsy. This training (as with Epipen training) is refreshed annually.
- There are also members of staff who have trained at a specialist level in Safeguarding.
- Teaching assistants are trained to support the particular needs of the children they work with.
- We also have access to a range of specialist support services including:
 - *Educational Psychology;*
 - *SENSS, who support children with communication and language and sensory and physical needs;*
 - *Child and Adolescent Mental Health Services (CAMHS);*
 - *Oxfordshire School Inclusion Team;*
 - *School Nursing Service;*
 - *Social services (Including the Multi-Agency Safeguarding Hub (MASH) and the Locality and Community Support Services (LCSS));*
 - *Virtual School for Children we Care for;*
 - *Children's Social Care.*

3.3 Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages: <https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>

4 Working with parents and children

- 4.1 We will always contact parents if we have a concern that a child or young person may have a special educational need. Likewise, we always discuss the involvement of specialist SEN services with parents first and arrange for the parents to meet with the specialists to discuss their child.
- 4.2 We work closely with children and young people with SEN and their parents to agree outcomes and how we will all work towards these, and then to review progress. We do this by three scheduled meetings per year plus contact with parents through appointments made either by the parent or teacher.
- 4.3 We also work with other services and organisations that are involved with a family, with the family's permission.
- 4.4 Children who are on the SEN register will be provided with a Pupil Profile through the online software 'Provision Map'. These profiles lay out the individualised targets that each child needs to achieve and states what provision will be in place to achieve these. All pupil profiles will be shared with both children and parents as well as any relevant adults within school.

5 How do we know if SEN provision is effective?

- 5.1 The progress of all children/young people is tracked mainly using formative assessment (ongoing questioning, marking, speaking to the children and working closely with those who need additional support). However, we also use summative assessment where necessary through curriculum assessments.
- 5.2 In addition, for children/young people with SEN we regularly review progress towards agreed outcomes assessing whether the support that's been in place has made a difference and what we need to do next. We evaluate this progress against age related expectations in literacy and maths.
- 5.3 When we run special intervention programmes for groups of children we assess how successful they have been and use that information to decide on how best to run them in the future.

6 Accessing activities outside the classroom

- 6.1 All children and young people are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what will happen. Risk assessments are made and parents are included on this assessment.
- 6.2 There is information about activities and events for disabled children and those with SEN in Oxfordshire in the Family Information Directory:
<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>
- 6.3 Oxfordshire's accessibility strategy can be read at:
http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools_Accessibility_Strategy.pdf

7 Wellbeing of children with SEN

- 7.1 All children have the opportunity to share their views through their school council representatives and through the annual pupil survey. They also take part in subject-specific question and answer sessions where the aim is to record the pupil voice. We listen to the views of children/young people with SEN when any plan of action is being put into place.
- 7.2 We take bullying very seriously. We help to prevent bullying of children/young people with SEN by applying our code system and giving all children the opportunity to discuss any issues. We have also accessed the KiVa anti-bullying program which helped teach children about bullying and its effects.

- 7.3 Children who require further support may be given a specific Pastoral Support plan that is provided through a larger 'Pupil Passport'. This document lists topics such as triggers, likes and dislikes and relevant calming strategies.

8 Joining the school and moving on

- 8.1 We encourage all new children to visit the school before starting. For children/young people with SEN we meet with the child's parents/carers, collect information from their previous education service and arrange any immediate support if the child has an EHCP.
- 8.2 We begin to prepare young people for transition into the next stage of their education or training by arranging visits to the school, contacting the SEN department and Pastoral support units to arrange meetings to discuss a child's particular requirements.

9 Who to contact

- 9.1 If you are concerned about your child, initially contact their class teacher and then the SENCo or the Head teacher.
- 9.2 If you'd like impartial advice from Oxfordshire's SENDIASS contact:
<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/information-advice-and-support-parents-and-children-about-sen/sendiaass-oxfordshire>
- 9.3 If you would like to know more about opportunities for children and young people with SEN and their families, support groups or information about SEN these are listed in the Family Information Directory:
<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>
- 9.4 Oxfordshire's Local Offer contains lots of information for parents and can be found at
<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>

10 Arrangements for handling complaints from parents of children with SEN about the provision made at the school:

- 10.1 Please refer to the school complaints policy. All complaints should first be discussed with the class teacher, then SENCo. They should then be directed to the headteacher. The policy sets out in detail how the complaints are dealt with.
- 10.2 If concerns cannot be resolved, then complaints should be made in writing to the SEN Link governor.

We review this SEND report annually and would like any feedback parents might have on its content. It is important that this document is considered useful to parents. Therefore, we would appreciate parent's input as to whether the sections are clear and whether anything could be added or changed. Parents have the opportunity to respond through discussion with the SENCO.