



The School SEND Information Report for Ogbourne C of E Primary (September 2026)

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 Lucy Crump (currently covering maternity leave for Mrs Flora Kay)

SEND@ogbourne.excalibur.org.uk

The SENCo will:

- Work with the 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 Davide Bianchi

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 Principal and SENCo to determine the strategic development of the SEND policy and provision in the school

1.3 The Principal is Mrs Lucy Crump

The principal will:

- Work with the SENCo, SEND governor 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, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia and dyscalculia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety disorders and other mental health issues.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

2.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils. We then hold termly pupil progress meetings and will identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

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 also available, 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

We will follow the graduated approach to SEND support and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, 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.

2.5 Supporting pupils moving between phases and preparing for adulthood

We will always share information with the school that 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. The SENCO will meet with the KS3 SENCO, Mrs Sarah Cardy, to share information on prospective pupils and to plan their support.

The SENCO 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 Crump may also offer guidance to parents in choosing the right school for their child's needs.



Children transferring from pre-school into our Reception class will enjoy a transition period over the summer term. We also have close liaison with the pre-schools before children join our setting and discuss in detail any children with SEND. Again, extra visits are set up as necessary.

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, with class teachers using teaching strategies and resources that benefit to 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 and often include:

We will also provide the following interventions:

- NESSY Fingers (fine motor skills and handwriting)
- Tailored and personalised small-group literacy/ numeracy support
- Phonics interventions (ELS Intervention)
- Precision Teaching (key maths skills and spellings)
- Daily Readers
- WESford (dyslexia profiling support)
- ELSA (Emotional and Literacy Support)
- Lego Therapy (Speech, Language and Communication Intervention)
- Drawing and Talking Therapy
- Zones of Regulation, My Happy Mind, A5 can make me lose control (Emotional Literacy Support Programmes)
- SaLT intervention (speech and Language)

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 are able to 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 – we have an additional part-time intervention/ booster teacher so that we are able to facilitate some smaller groups for teaching of some lessons
- ‘Small steps’ approach maths programme (White Rose) and effectively scaffolded writing programme
- Maths just taught in year groups rather than class groups.
- Providing concrete resources and manipulatives e.g. maths place value counters, Diennes equipment etc and word/ sound cards
- Using recommended aids - coloured overlays, visual timetables, larger font, fidget toys, 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, visual timetables, now and next boards etc.
- Careful consideration of environment to limit sensory overload and ensure sufficient space at tables and individual workstations.

Please see our SEND adaptations on the website which may be used to support adaptations to our curriculum

<https://ogbourne.excalibur.org.uk/wp-content/uploads/2023/09/Ogbourne-SEND-Adaptations.pdf>

2.8 Additional support for learning

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.

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

- Educational Psychologist
- Community Paediatrics
- Paediatric (Occupational) Therapy
- Specialist SEND Service (SSENS)
- Speech and Language Therapy
- Specialist Teacher of the Deaf
- Behaviour Support Service
- CAHMs mental health support
- School nursing
- Emotional Wellbeing Service



The SENO 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 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. She is supported by Kate Hinks, Head of SEND for Excalibur Academies Trust and allocated 1/2 day a week to manage SEND provision at Ogbourne. In her absence the Principal is also a fully qualified SENCO.

We have an expert booster and pupil premium teacher who is very experienced with working with different groups with different needs, as well as supporting additional wave 1 provision within the classrooms.

We have a team of 2 HLTAs and 2 LSAs who are trained to deliver SEND provision, including a pastoral HLTA, Mrs Stannard, who works with individuals/or small groups each week who need additional support with social and emotional needs through ELSA, drawing and talking therapy and Lego therapy.

In the last academic year, staff have been trained in supporting children with neurodiverse conditions, further developing support for Social, Emotional and Mental Health Needs and how to use Assistive Technologies and scaffolding to support these needs.

The academic year 2025-26, they are focussing on further developing their support and understanding of Speech, Language and Communication Needs, Trauma Informed Responses and continuing to develop how to use Assistive Technologies, scaffolding to support these needs.

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 (PSA) who raise vital funds in order for us to secure further resources. For example, they have recently raised money for new laptops for individual pupils to use for assistive technology as well as groups to use for programmes such as NESSY.

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 goals each term
- Reviewing the impact of interventions three times a year
- Using pupil questionnaires and 'pupil voice' discussions
- Monitoring by the SENCO, including regular learning walks
- Holding annual reviews for pupils with EHC (Education, Health, and Care) plans
- Using provision maps to measure progress and effective funding
- 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 of our extra-curricular 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.

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 Wilshire School Nursing Team to ensure we have appropriate medical or intimate care plans for any child who needs additional support.

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.

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
- We have a fully qualified ELSA in school who also facilitates Drawing and Talking therapy and Lego therapy
- A variety of programmes are utilised (for example Zones of Regulation, A5 can make me lose control, Social Stories, My Happy Mind and more person-centred holistic support for emotional and social needs).
- We have a zero-tolerance approach to bullying and run an annual 'anti-bullying week'
- Neurodiversity is celebrated and we celebrate 'Neurodiversity Week' annually
- We also provide family support to our parents and carers facing challenges in their lives. For example, we can support with parenting strategies, food bank vouchers or signposting local services such as the Early Help Hub.

2.14 Working with other agencies

We work closely with external agencies to support children with SEND. We have 'Solution Surgeries' with the SSENs team, 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 e.g Ed Psychologist if that is deemed appropriate. The SSENs team also provide training for staff which we utilise to support staff CPD. We believe in making strong links with the local community and we have community volunteers who work with individual readers or small groups.

2.15 Contact details for raising concerns

If parents have any concern about their child's learning or progress, we encourage you to first speak to the class teacher concerned. If concerns persist, parents can speak with the SENCo or Principal (Lucy Crump)



2.16 Complaints about SEND provision

Our staff are always happy to meet with parents to discuss any issues. Complaints about SEND provision in our school should be made to the class teacher in the first instance. If the issue is still not resolved following this conversation, parents can raise their complaint with the SENCo/ 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 (SEND Information, Advice and Support Service) <https://www.kids.org.uk/wisa>

Wiltshire Parent carer Council http://www.wiltshireparentcarercouncil.co.uk/en/Home_Page

Wiltshire Parenting Training Programmes (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/>

2.18 The local authority local offer

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

2.18 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 the SENDCo (Flora Kay) 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: Lucy Crump September 2026

Due for review: July 2027