

Meet the SENCO



The SENCO is Mrs Louise Dickinson. If you would like to contact Mrs Dickinson please call the school office on 01376 513322 or email adminwoa@inspiresmat.co.uk for the attention of Mrs Dickinson.

Supporting Children's Wellbeing

Witham Oaks offers a wide variety of pastoral support for pupils. This includes:

- A Personal, Social, Health and Economic (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Provision for children who require emotional support through the TPP approach.
- Pupil voice is expressed through the School Council where each year group is represented by two elected class members and regular questionnaires.
- Social skills and wellbeing groups are delivered to targeted pupils and groups by trained Learning Support Assistants.
- The school reviews the Anti-Bullying Policy and Behaviour Policy annually.

Transition Support

A number of strategies are in place to enable effective pupils' transition. These include

- The SENDCo may meet with new parents and KS1 settings of pupils who are known to have SEND to ensure transition is planned and smooth.
- If pupils are transferring from another setting during a school year, the previous school records will be requested immediately and a meeting set up with parents when appropriate.

Secondary Transition We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible.

Mid-Year new starters When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding of the support we need to put in place.

Belong, Experience, Flourish

SEND Information Report

2025—2026

Our school vision is for a school that provides a quality education in a caring, creative environment conducive to learning. We believe that children should be equally valued in school and develop this attitude through our core values: **belonging, experience and flourish**. We support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school which encourages and celebrates diversity and difference. We work hard to develop an environment where all children can flourish and feel happy, safe and secure. We recognise the importance of quality first teaching and that, at some stage, some pupils require a more personalised approach to enable them to meet their potential. We recognise that for some pupils provision may need to be "additional to and different from" that provided within the scaffolded curriculum to better respond to the four broad areas of need:

1. Communication and interaction,
2. Cognition and learning
3. Social, mental and emotional health,
4. Sensory/physical



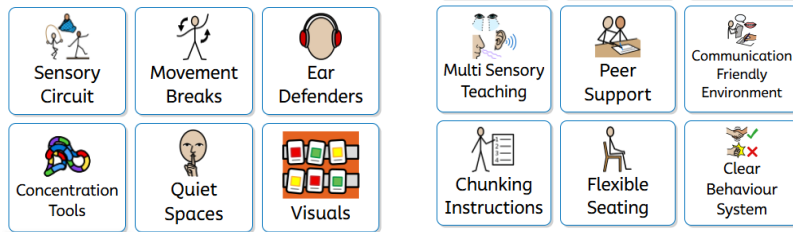
Our SEND Information Report provides details about how we support pupils with SEND and forms part of the Essex Local Offer <http://www.essexlocaloffer.org.uk/categories/education>

The Co-Headteachers

Mrs Harrington and Mr Sheehan

Ordinarily Available Provision

Ordinarily Available Provision means the support that every child receives in school through high-quality teaching and inclusive practice. It offers clear routines, adapted tasks, visual aids and positive behaviour strategies to make learning accessible. This ensures all children, including those with additional needs, can take part, feel included and make progress alongside their peers. Ordinarily Available Provision is our Tier 1 level on our pyramids of support and is underpinned by psychology, research and teacher experience.



Identifying and Assessing Need

At Witham Oaks, the method of identification and provision follows a 'graduated approach'. Concerns are first raised and addressed through normal classroom practice and observation where pupils are identified as progressing slower than their peers. We have a range of additional interventions to support children's learning and development. Interventions have pre and post assessment measures and are used to measure impact and progress. Where personalised provision beyond ordinarily available is required, we will work together with the family through a child centred approach. This will take the form of a One Plan (Chapter 6 of the SEND Code of Practice).

Please contact your child's class teacher in the first instance if you have a concern about your child's education and welfare. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

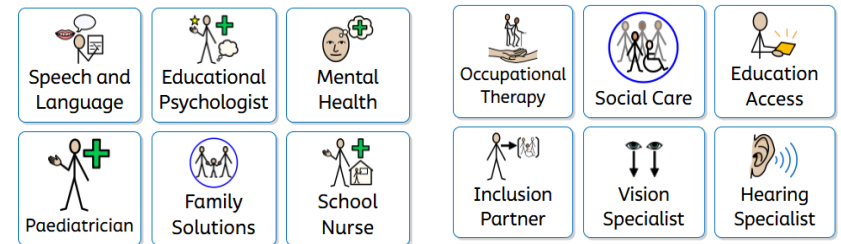
- classroom observation by the senior leadership team, the SENDCo, outside agencies,
 - ongoing assessment of progress made by pupils with SEND,
- teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND,
- pupil and parent feedback on the quality and effectiveness of interventions provided through One Planning meetings.
 - attendance and behaviour records.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

We may ask outside agencies to support us in ensuring that we are offering the best support we can.

When a child's needs are more complex an assessment of educational, health and care needs may be undertaken by the local authority and an Education Health Care Plan (EHCP) developed in collaboration with the family child, teacher, SENCO and other relevant professionals. For pupils with an EHCP, the provision provided will be reached in agreement with parents when the EHCP is being produced and at an annual review.

Our Approach to Teaching Pupils with SEND

- High quality inclusive teaching
- The use of targeted ordinarily available
- The graduated approach: assess, plan, do, review
- Adaptions to the curriculum and learning environment
- Research based intervention programmes
- Agency support



Supporting Children's Medical Needs



Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with parents and if appropriate, the pupil themselves. Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent. A high proportion of school staff have received basic paediatric first aid training and this is kept current. All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within 'Supporting Pupils at School with Medical Conditions (DfE) 2015 (updated August 2017) and identified in the Supporting Pupils at School with Medical Conditions Policy.

Complaints about SEND Provision—see SEND Policy <https://www.withamoaksacademy.co.uk/inclusion>