



# SEND Information Report

## John Hampden Primary School, January 2026

This report sets out how John Hampden Primary school ensures that all children receive their right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential. We recognise that all children are individuals, each with their own needs that are special to them.

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### Important links for parents and carers:

- [Glossary of terms for the SEND Local Offer | Oxfordshire County Council](#)
- [Oxfordshire SEND local offer | Oxfordshire County Council](#)



- [A parent's guide to: SENDIASS Oxfordshire – Supporting parents of children and young people with Special Educational Needs and Disabilities](#)
- [Parent-Guide-to-SEND-at-John-Hampden-Primary-school.pdf](#)
- [The-SEN-register-at-John-Hampden-Primary-school.pdf](#)
- [John Hampden Primary School SEN Information \(Padlet\)](#)
- [Oxfordshire Parent Carers Forum | SEND](#)

## Types of SEN that are provided for

At John Hampden Primary School we aim to provide for children with a wide range of special needs including those with:

- **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 Needs:** This includes children who may have behaviour difficulties relating to emotional conditions such as anxiety or depression.
- **Sensory and/or Physical Needs:** This includes children who have visual or hearing needs, or a physical disability that affects their learning.

## Our approach: How we identify SEN and assessing needs

The school uses Oxfordshire County Council's guidance: 'Identifying and support Special Educational Needs in Oxfordshire schools and settings'. You can read it here: [Special Educational Needs \(SEN\) Support](#)

The 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 our pupils in this

## Assessment in class:

We use the data from the PIRA (Progress in Reading Assessment) and PUMA (Progress in Understanding Maths Assessment) assessments which is collated on Target Tracker and informal tests done throughout the year to see whether children



are at risk of falling behind. Salford Reading tests are used to assess the stage and progress of children who are falling behind age related expectation in reading.

In the Foundation Stage, we look at data that tracks progress towards the Early Learning Goals. We also use information from parents if they have developmental concerns. For children who are not yet ready to access the Primary School curriculum, we use the [Oxfordshire Developmental Journey](#) to track progress.

## About our SEND and Inclusion Lead (Special Educational Needs Coordinator)

**Our school SENCo is Mrs Elena Cook.** She is a qualified teacher who has completed a National Professional Qualification in Senior Leadership and is currently undertaking the National Professional Qualification for SENCos.



The role of SENCo includes supporting the families of those children with special educational needs within our school. She will also work closely with class teachers and is a member of the Senior Leadership Team (SLT) to oversee the provision and monitoring of children's learning and progress throughout the school.

Mrs Cook is also an experienced primary school teacher, teaching across all of the key stages over the past eight years.



You can contact Mrs Cook by:

Email: [senco@john-hampden.oxon.sch.uk](mailto:senco@john-hampden.oxon.sch.uk)

Telephone (School office): 01844 212291

**Our SEN Governor is Mrs Fiona Morris.** All schools must have a SEND governor on their Governing board. The duties of this role include collaborating with the SENCo through regular meetings, gaining an understanding of the provision for pupils with SEND at the school, championing SEND issues, and reporting back to the Governing board on SEND matters.

Our SEN Policy, Equality and Diversity Policy, Equality objectives, accessibility policy and action plan are all available on our [school website](#).



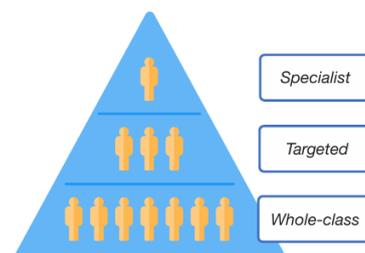
## Teaching & Learning: how we teach, adapt the curriculum and create a positive environment for pupils with SEND

### How we teach and adapt the curriculum

We offer a broad and balanced curriculum for all children, including those with SEND. The way in which we adapt this provision for pupils with SEND is set out on our website in the [Accessibility Policy and Action Plan](#).

'Good teaching for pupils with SEND in good teaching for all' ([EEF, 2025](#)) and at John Hampden, we believe that high quality teaching is the first, and most important, factor in providing SEND provision in the classroom. Teaching staff will use many teaching strategies that are designed to support the needs of the pupils with SEND in their class. These include:

- **Flexible grouping** (considering what a group of students might need, being flexible in how they might work and continually changing groupings depending on the needs on a lesson-by-lesson basis)
- **Cognitive and metacognitive strategies** (showing pupils the process of learning – *what do I need for this task? How will I be successful?*)
- **Explicit instruction** (teacher modelling how to do a task first and having examples around the classroom for pupils to refer to)
- **Using technology to support pupils with SEND** (e.g. a visualizer to present their explicit instruction, use of digital devices or speech-to-text resources if appropriate)
- **Scaffolding** (temporary support to complete a task that would be removed when no longer required e.g. question stems, task planners and writing frames)



These whole class teaching strategies (**universal** offer) are often the most effective for pupils, however, some pupils with SEND will benefit from further targeted interventions. This is called the **graduated approach**, where there are different waves of support, depending on the needs of the pupil at that time. At John Hampden Primary school, the SENCo uses the toolkit and resources from the Oxfordshire School Inclusion Team (OXSiT) to help deliver and plan support we offer pupils.

Small group and one-to-one interventions will be delivered by a teaching assistant and be high quality, structured and targeted interventions. Class teachers will map out these interventions in a provision map and regularly review the progress of pupils having this targeted support. We use intervention programmes such as Wellcomm, Maths for Life and Colourful Semantics to support the development of



language, literacy and maths skills for children identified as needing extra support in these areas.

We map this provision out through our 'Hampden way' SEND Offer:



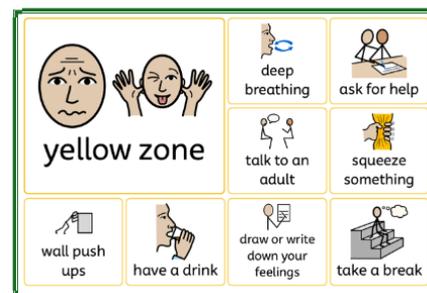
**The Hampden way: Our SEND offer**  
**Universal, Targeted, Personalised support**



Level of support	Communication and interaction	Cognition and Learning (Literacy Provision)	Cognition and Learning (Maths Provision)	SEMH	Physical and sensory
Universal offer	<p>Whole class approach to communication friendly classrooms. <b>Use of SENSS Universal Offer training.</b> Inclusive policies and practice include focus on language rich environments, embedding language &amp; oracy into the curriculum &amp; early intervention.</p> <p><b>Strategies used by staff in our school:</b></p> <ul style="list-style-type: none"> <li>Modelling &amp; teaching how to use language for thinking and learning</li> <li>Using pictures &amp; visuals to support language &amp; understanding</li> <li>Pre-teaching vocabulary &amp; context</li> <li>Targeted questioning</li> <li>Teaching good listening, speaking &amp; group discussion skills</li> <li>Building in an opportunity for pupils to have structured conversations with you or other adults</li> <li>Developing interactive displays to support communication</li> <li>Talking through visual timetable to help children understand routines of the day</li> </ul>	<p>Whole school universal offer &amp; inclusive teaching</p> <p>Whole school approach to dyslexia friendly classrooms</p> <p>Curriculum recognises and meets the needs of community</p> <p><b>We ensure classroom practice is inclusive and provides scaffolding for children with literacy difficulties by:</b></p> <ul style="list-style-type: none"> <li>Breaking down tasks into manageable chunks</li> <li>Providing and modelling the use of resources for supporting phonics and spelling</li> <li>Supporting vocabulary development</li> </ul>	<p>Use of Thame Partnership schools subject leadership meetings to develop best practice</p> <p>Curriculum recognises and meets the needs of community</p> <p><b>We ensure classroom practice is inclusive and provides scaffolding for children with maths difficulties by:</b></p> <ul style="list-style-type: none"> <li>Ensuring easy access to maths equipment</li> <li>Emphasising the many connections between mathematical facts, procedures, and concepts,</li> <li>Modelling use of resources &amp; concrete reference materials e.g. a number square or calculator</li> <li>Using counting activities to develop the understanding of the patterns in number</li> <li>Teaching pupils to follow a given method with steps for problem solving</li> <li>Using visuals, arrows and display materials effectively in classroom environment</li> </ul>	<p>Whole school wellbeing offer – The Hampden Way</p> <p>Use of Zones of regulation across school</p> <p>Inclusive policies and practice</p> <p>Use of Makaton signing (including student signing ambassadors)</p> <p>Student wellbeing ambassadors</p> <p><b>Jigsaw PSHE: Curriculum recognises and meets the needs of community</b></p> <ul style="list-style-type: none"> <li>Attachment aware/trauma informed school</li> <li>Nurturing school</li> <li>Emotion coaching</li> <li><b>CAMHs Mental Health Support Team offer</b></li> <li>Family Links worker</li> <li>Lunch clubs /safe spaces</li> <li>Nurture room</li> <li>Calm boxes, worry monsters, Zones of Regulation</li> </ul>	<p>Whole school approach to accessibility, inclusive policies and practice</p> <p>Ongoing adaptations and reasonable adjustments</p> <p>Consider linked SEMH needs</p> <p>Curriculum recognises and meets the needs of community</p> <p>Use of Makaton signing (including student signing ambassadors)</p> <p><b>Strategies in our school:</b></p> <ul style="list-style-type: none"> <li>Ensuring classrooms and school areas are calm and organised (CALM Corridors)</li> <li>Clear labelling and use of Widgit software</li> <li>Ensuring equipment is easily accessible</li> <li>Considering how furniture is arranged to accommodate free movement</li> <li>Providing support for organisation and executive functions.</li> <li>Understanding of importance of whole class movement break</li> <li>Use of sensory tools (e.g. wobble cushion, sloped desk, fiddle tools)</li> </ul>
<b>Recommendations from Education Endowment Foundation's <i>Special Educational Needs in Mainstream schools</i> in place, including '5 a day' high quality teaching strategies</b>					
Targeted support	<p>Communication and interaction needs identified and assessed using SEND Indicators tool.</p> <p>Use of inclusive series support in place and reviewed</p> <p><b>Referrals to SENSS Communication and Interaction team and/or Speech and Language Therapy team</b></p> <p><b>School planned interventions for groups of pupils:</b></p> <ul style="list-style-type: none"> <li>ELSA</li> <li>Use of social stories,</li> <li>WellComm intervention</li> <li>Spirals</li> <li>Colourful Semantics</li> <li>Additional support at times of need, e.g. outdoor areas and break times, or specific lessons</li> <li>Individual workstation with clear organisation &amp; visuals (if appropriate to need)</li> </ul>	<p>Literacy difficulties identified using SEND Indicators tool.</p> <p>Use of inclusive series support in place and reviewed</p> <p><b>School planned interventions for groups of pupils:</b></p> <ul style="list-style-type: none"> <li>Bug Phonics</li> <li>Precision Teaching</li> <li>Nessy learning (Dyslexia support)</li> </ul>	<p>C&amp;L needs identified and assessed using SEND Indicators tool</p> <p>Use of inclusive series support for C&amp;L in place and reviewed</p> <p><b>School planned interventions for groups of pupils:</b></p> <ul style="list-style-type: none"> <li>Maths for Life</li> <li>Precision Teaching</li> </ul> <p>Support pupils to understand how interventions are connected to whole class instruction</p>	<p>SEMH needs identified and assessed using SEND Indicators tool</p> <p>Use of inclusive series support in place and reviewed</p> <p><b>School planned interventions for groups of pupils</b></p> <ul style="list-style-type: none"> <li>ELSA</li> <li>Sanctuary pass</li> <li>Inclusion team support and involvement</li> <li><b>CAMHs Mental Health Support Team offer</b></li> </ul>	<p>Physical and sensory needs identified using SEND Indicators tool</p> <p>Use of inclusive series support in place and reviewed</p> <p>Specialist advice, equipment and resources put in place</p> <p><b>Use of OT recommendations</b></p> <p><b>School planned interventions for groups of pupils using:</b></p> <ul style="list-style-type: none"> <li>Sensory circuits</li> <li>Sensory room</li> <li>Nurture room</li> </ul>
Personalised, high-level 1:1 support	<p>High-level communication and interaction needs</p> <p>1:1 Intensive intervention</p> <p><b>SENSS guidance &amp; referrals made</b></p> <p><b>Support:</b></p> <ul style="list-style-type: none"> <li><b>1:1 Speech &amp; language Therapy or language intervention</b></li> <li>1:1 social stories, visual timetable support,</li> <li>Individual programme of support taking into account sensory profile</li> <li>Bespoke, individualised timetables</li> </ul>	<p>High level literacy needs</p> <p>1:1 Intensive intervention</p> <p><b>Referral to Educational Psychologist</b></p> <p><b>Support:</b></p> <ul style="list-style-type: none"> <li>Bug Phonics</li> <li>Precision Teaching</li> <li>Nessy learning (Dyslexia support)</li> </ul>	<p>High level Maths needs</p> <p>1:1 Intensive intervention</p> <p><b>Referral to Educational Psychologist</b></p> <p><b>Support:</b></p> <ul style="list-style-type: none"> <li>1:1 maths teaching tailored to child's needs.</li> <li>Maths for Life</li> </ul>	<p>High level SEMH needs</p> <p>1:1 Intensive intervention</p> <p><b>Support:</b></p> <ul style="list-style-type: none"> <li>Individual programme of support</li> <li>Bespoke timetables</li> <li>Behaviour support plan (BSP)</li> <li>Risk Assessment</li> <li><b>Referral to Behaviour Inclusion team</b></li> </ul>	<p>High level P&amp;S needs</p> <p>1:1 Intensive intervention &amp; support</p> <p><b>Referral to Educational Psychologist or OT</b></p> <p><b>Support:</b></p> <ul style="list-style-type: none"> <li><b>1:1 Physio or Occupational Therapy</b></li> <li>Specialist equipment, e.g. HI, VI,</li> <li>Individual classroom provision</li> </ul>

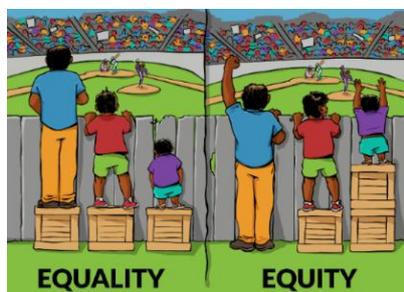


As a school, we use [The Zones of Regulation](#) as a whole school initiative to support all children's emotional regulation. We also have an Emotional Literacy Support Assistant (ELSA) who offers 1:1 or small group work to support children to develop their understanding of their emotions.



There are some children who might also need specialist intervention planned and delivered by a trained professional e.g. Speech and Language Therapy or an Educational Psychologist. Additionally, some children might need individualized curriculums or timetables to support their access to our school.

## Access Arrangements



Access arrangements support pupils in being able to access areas of the curriculum and/or assessments, that they might not be able to access otherwise. This might include additional time, an adult to read questions, a quieter room or small group environment. Pupils with EHCPs, learning difficulties or behavioural, emotional and social difficulties can apply for these. If these are relevant to your child, this will be discussed prior to the KS2 assessments (SATs) by your class teacher.

Any access arrangements or additional provision to the usual whole-class teaching and learning will be detailed in your child's Pupil Profile/learning plan, which is reviewed three times a year with class teacher.

## Environment

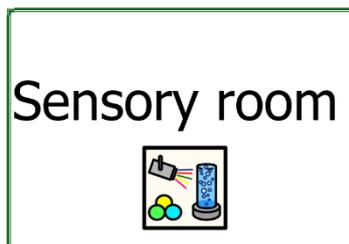
We have incorporated inclusive classroom strategies so that all pupils have consistency across the year groups in school. Each classroom has visual timetables, calm corners/spaces, Zones of regulations being used, consistent labelling of resources, use of Widgit symbols and colourful semantics, and decluttered classrooms and displays.

We have The Sanctuary in our Library at lunchtimes, where children who find it overwhelming in the playground or who may be struggling emotionally and need a quiet place can come and enjoy being in a calming environment. Children in The Sanctuary will engage with each other through colouring, drawing and boardgames.

To support our SEN pupils' needs, we have adapted spaces around the school. This includes a nurture room (a calm and quiet space to support emotional needs), and sensory room (with resources such as LED lighting, blacked out windows, white noise machine, light table and texture mats). We hope to continue to utilise space

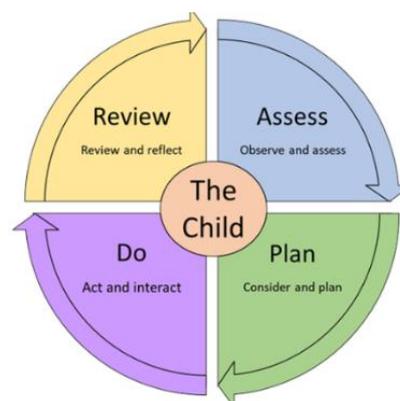


around the school site to provide breakout spaces and intervention spaces for pupils with SEND.



## Assessing and reviewing progress of pupils with SEND

As a school, we follow the **Assess, Plan, Do, Review (APDR) cycle**, which is a graduated approach to meeting pupils' SEND. This means it is constantly being reflected on to ensure that our pupils have the right support in place for them at that point in time. When we run intervention programmes for individuals or groups of children, we assess how successful they have been and use that information to decide on how best to move learning forward.



**The progress of all children/young people is tracked throughout the school following the three assessment weeks that are spread across the academic year.** We input data onto Sonar (Juniper Education Target tracker) and then use this to identify groups and individual's progress. Additionally, we have embedded the use of CPOMs and Arbor to record SEND information which allows us to build profiles and catalogue evidence to inform assessments, diagnosis and progress. The ELSA also keeps records of what she is doing against the SMART targets set for the pupils to show how they have improved during the intervention.

We have implemented **individual provision trackers** for pupils with an Education, Health and Care Plan (EHCP) to help us see how the interventions and support are helping them to progress and therefore plan the most appropriate support for them going forward.

For children/young people with SEND, 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. This process involves both the student and parent/carers. We write a **pupil learning plan (PLP)** for pupils that are on the SEN register as SEN support, which includes recommended actions from outside agencies and child's and parents' views. Sometimes, a pupil on a PLP will have shown enough progress toward their goals that we will decide that the intervention is no longer needed. This may mean that they no longer need to be on the SEN

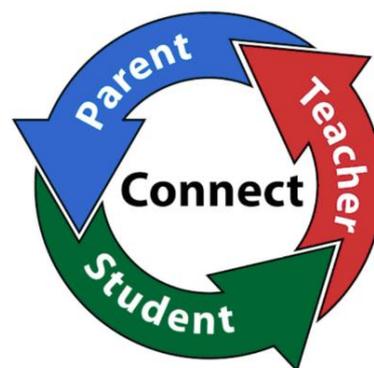


register, under SEN Support. For more information about the SEN register, please use our school guide [HERE](#).

Staff will ensure that parents are met in November/December, March and June. Each class teacher will keep track of all interventions they use on a **class provision map**. This will be reviewed at the end of each term, to ensure the interventions are effective, purposeful, and support the pupils to make progress against a SMART target.

## Partnership: How we work with parents/carers and our pupils

The partnership between school and home is important to us here at John Hampden Primary School. We will always contact parents if we have a concern that a child or young person may have a special educational need. We work closely with children and young people with SEND and their parents to agree outcomes, how we will all work towards these, and then how progress will be reviewed.



The communication happens in a variety of ways:

- Each child has a pupil learning plan which outlines the interventions and / or strategies used to support the child's learning. This document is updated by the class teacher and will be shared with parents.
- Review meetings are held between the parents and class teacher in line with parent evening meetings, but additional meetings may take place if required. Parent evenings are held twice a year in the Autumn and Spring terms.
- Parents are always able to speak to the class teachers at the end of the school day regarding any concerns.
- Appointments can be made to see the school SENCo by phoning the school office or emailing [senco@john-hampden.oxon.sch.uk](mailto:senco@john-hampden.oxon.sch.uk).
- We will also liaise with other professionals that parents have told us are already involved with their child in a SEN capacity.

On our website, we also have a [SEND Padlet](#) for parents to explore and access further information linked to types of SEND support.

## Pupil views

We aim to involve pupils in their educational journey at this school. We listen to the views of children/young people with SEND by involving them in the writing of their pupil profiles and regularly involving them in their target setting and support in place.





## Inclusion: How children and young people with SEN are helped to access activities outside of the classroom

The inclusion of all children in our extra-curricular activities is important to us at John Hampden Primary School. We ensure that all children are able to join in with our many and varied activities throughout the year such as special services in the church, whole school celebrations and themed weeks (such as Arts Week, Science Week, Sports Week etc), swimming lessons in Thame, and other class trips that are related to learning topics.

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 communicate with parents and young people when planning trips so that everyone is clear about what will happen. We will do a full risk assessment for individuals if we feel that their SEND makes this necessary.

There is information about activities and events for disabled children and those with SEN in Oxfordshire in the Family Information Directory: [Oxfordshire Family Information Service \(OxonFIS\) | Oxfordshire County Council](#)

Oxfordshire's accessibility strategy can be read at:

<https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/schoolsaccessibilitystrategy.pdf>

## Staff training and development: The expertise and training of staff to support pupils with SEND

Our SENCo holds a Post Graduate Certificate in Education (QTS – Qualified Teacher Status) and a Masters degree in Education. After the Masters course, she wrote and published educational research linked around autistic learners in the school environment and has a particular expertise in neurodiverse children. She has attended training courses on Autism & ADHD: Sensory regulation, Anxiety in pupils, De-escalation, Pathological Demand Avoidance, Bereavement, Emotionally Based School Avoidance, and a number of courses on Attachment and Trauma Theory. Our SENCo completed a National Professional Qualification in Senior Leadership and is currently undertaking a National Professional Qualification for SENCos, which will ensure our school's SEND practice is in line with current evidence and research and allows for networking with colleagues on a local and national level. Our SENCo will attend meetings with other SENCos at least three times a year to share good practice and keep up to date with local and national initiatives.



Staff are kept updated on new developments and initiatives by our SENCo through staff meetings and CPD. The Education Endowment Foundation's [Special Education Needs in Mainstream Schools Guidance Report](#) (2025)'s five summary points will be used for the structure of this year's various meetings:



**SPECIAL EDUCATIONAL NEEDS  
IN MAINSTREAM SCHOOLS**  
Summary of recommendations

1. Create a positive and supportive environment for all pupils, without exception
2. Build an ongoing, holistic understanding of your pupils and their needs
3. Ensure all pupils have access to high quality teaching
4. Complement high quality teaching with carefully selected small-group and one-to-one interventions
5. Work effectively with teaching assistants

Teaching assistants are trained to support the particular needs of the children they work with. A TA representative attends each of the partnership TA sessions. Our TAs also attend fortnightly meetings with the SENCO and Deputy Head where a variety of training and advice is given. TA staff meeting time this academic year has included:

- Safeguarding and use of CPOMs
- What ELSA is, and the referral process
- Meeting the needs of neuro-diverse learners
- Increasing effectiveness as a TA
- Our school's SEN offer and the graduated approach
- Supporting beginner learners using EAL
- Training sessions led by Oxfordshire Inclusion Team consultant.

We employ a TA who has trained over the years to become a Level 3 [Makaton](#) Signing Expert to support the language and communication development of a number of children across the school. We sign a lot as a school and everyone is continually learning new words and signs. Makaton Signing Ambassadors (Y1-6) meet termly and are responsible for teaching new signs related to class topics or whole school PSHE themes. Signs of the week are used in assembly to enhance provision across the school.



We employ an ELSA (Emotional Literacy Support Assistant), who works with children to develop their emotional regulation on a 1:1 or small group basis. We also have a Family Links worker, Mrs Sarah Roberts, who supports families in our school and works closely with Mrs Cook (SENCo).



## Support services for SEND, including Oxfordshire's Local Offer

We have access to a range of specialist support services including:

- Oxfordshire Educational Psychology
- SENSS (Special Educational Needs Support Service) Communication and Interaction Team
- SENSS Down Syndrome and Complex Needs Team
- SENSS Hearing and Impairment Team
- SENSS Early Years team (EYSENIT)
- Oxfordshire Speech and Language Therapy Service
- Oxfordshire Physiotherapy Service
- Oxfordshire Occupational Therapy Service
- Child and Adolescent Mental Health Services (CAMHS)
- OXSIT (Oxfordshire Schools Inclusion Team) advisory consultants

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages about the Local Offer: [Oxfordshire SEND local offer | Oxfordshire County Council](#)

We always discuss the involvement of specialist SEND services with parents first. They will usually need to sign a consent form for any service to become involved with their child/ren.

We are also happy to work with other services and organisations that are involved with a family, with their permission.

## Transition: Joining the school and moving on

We encourage all new children to visit the school before starting. For children who did not attend in our Nursery class, we receive EYFS profiles from local childminders and other pre-school provision. We visit nurseries wherever possible and will often arrange home visits. Having a Nursery class means that the teaching staff have already had daily access to the children who will join the Reception class and will be aware very early on of any needs or involvement with SEN agencies. For children with SEND already diagnosed or recognised, a meeting with the SENCo is recommended.

We begin to prepare our Year 6 pupils for their transition into the next stage of their education by liaising with the local secondary schools and talking to their Year 7 mentors and pastoral teams. If a child has an EHCP, the SENCo of the Secondary school they have chosen will be invited to their Year 6 annual review. We also share pupil learning plans and other key documentation with their next school.



## Emotional and Social development: Pastoral support

All children have the opportunity to share their views through the school council and in school PSHE lessons and assemblies and use the Jigsaw PSHE scheme throughout the federation. Our school values and ethos 'The Hampden Way' creates a shared understanding of what the school expects of all pupils to create a safe and secure learning environment.

We have an Emotional Literacy Support Assistant (ELSA) who will work with children to support their emotional development. As a school, we use The Zones of Regulation as a whole school initiative to help support everyone with their emotional wellbeing and regulation.

We record safeguarding and pastoral concerns through CPOMs (Child Protection Online Management system) so that once class teachers raise concerns, the Senior Leadership Team and parents/carers can be involved to support their emotional needs.

We also have a team of Year 6 children every year who are our Wellbeing Ambassadors who work hard to support children throughout the school; from leading assemblies about wellbeing and kindness, to being play leaders in the playground, to supporting children in The Sanctuary at lunch times.



### Bullying

We take bullying very seriously. We help to prevent bullying of children/young people with SEND by discussing incidents with children both in PSHE lessons and by dealing with incidents very seriously in school. We have an anti-bullying week each year where we look at current issues. We encourage all children to speak to their class teacher if they have a problem or concern.

We recognise that pupils with SEND may be particularly vulnerable to bullying and staff regularly monitor and check in with these pupils to ensure their wellbeing in school.

### Looked After Children with SEND

Children who are looked-after or previously looked-after will be supported in much the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.



Our designated teacher for Looked After Children (LAC) is Mrs Cook, who is also our SENCO, and she ensures that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning. She also leads PEP meetings on a termly basis with the Virtual School Head.

## Evaluation of our SEND provision

The Education Endowment Foundation's SEND in mainstream guidance report (2025) highlights the importance of the role of the SENCo to review, assess and implement whole school initiatives, based on research and evidence. This will ensure that staff are continuously reflective in how they approach their support of pupils with SEND.

The SENCo has used the following tools to audit and evaluate SEND provision at our school and used these to inform the inclusion action plan:

- Education Endowment Foundation's Special Education Needs in Mainstream Schools guidance report (2025)
- Oxfordshire County Council's SEND Ordinarily Available toolkit
- The new Ofsted framework and school inspection toolkit
- Oxfordshire School Inclusion Team (OXSiT)'s SEND Self-Evaluation tool

There has been a detailed handover process between the previous and current SENCo to ensure smooth transition for pupils, parents and staff.

## Feedback and complaints procedures

At John Hampden Primary School we welcome feedback from parents. If a parent, carer or guardian is concerned about SEN provision for their child, initial contact should be made with the class teacher. A meeting will then be arranged, which may include the Head and/or SENCo, to discuss the concern.



If you would like impartial advice from Oxfordshire's Parent Partnership Service (now called SENDIASS) contact: <https://sendiass-oxfordshire.org.uk/>

In the event of a formal complaint concerning SEN provision, parents/guardians are advised to contact the Head Teacher and follow the Oxfordshire LA procedure in the first instance. Parents may also contact the Governing Body.

Oxfordshire's Local Offer contains lots of information for parents: [Oxfordshire SEND local offer | Oxfordshire County Council](#)