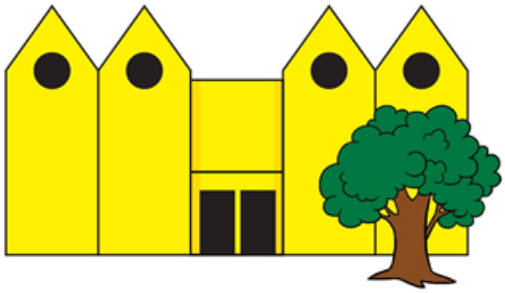
West Oxford Community Primary School



Special Education Needs Policy

Approved by: FGB	
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Person responsible for policy: Louise Siddle

Reviewed by Louise Siddle (SENCO) and Elise Alexander (SEND governor): **September 2026**

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A School arrangements

A1 DEFINITION AND AIMS

Definition

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional and different to this. This is special educational provision under Section 21 of the Children and Families Act 2014.

A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability of 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 the educational facilities of a kind generally provided for others of the same age in mainstream schools.

Aims

The Governors and staff of West Oxford Community Primary School recognise that all children have a 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 and become confident, independent individuals.

We aim to:

- Ensure that our curriculum is responsive to all children whatever their individual needs.
- Promote positive attitudes and individual confidence, ensuring that all children experience success.
- Identify, assess, record and regularly review pupils' special educational needs.
- Encourage parents/carers to be involved in planning and supporting at all stages of their child's development.
- Make effective use of support services.

A2 ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

Governors

The Governors of the school, together with the Head teacher, have a legal responsibility for overseeing all aspects of the school, including provision for children with SEND, and for doing their best to ensure that the necessary provision is made for any pupil who has SEND. They should determine the school's general policy and approach to provision for children with SEND and establish the appropriate staffing and funding arrangements.

An appointed representative from the governing body is actively involved in self-review, with the Head teacher and SENCO, of the provision for children with SEND, and implementation of the policy within the school.

The Special Educational Needs coordinator (SENCO) is responsible for:

- overseeing the day to day operation of the school's SEND policy
- coordinating the provision for pupils with SEND
- ensuring the involvement of parents/carers from an early stage and liaising with parents of pupils with SEND
- advising on a graduated approach to providing SEND support, liaising with and advising other members of staff
- Helping to identify children with SEND, assessing and planning for progress
- maintaining the school's SEND register and SEND records
- advising on the deployment of the school's delegated budget and other resources such as the Inclusion mainstream fund to meet pupils' needs effectively
- liaising with Early Years providers, other schools, 'Experts at hand' ~~Educational Psychologist, health and care professionals,~~ and independent or voluntary bodies
- being a key point of contact with external agencies, especially the Local Authority and its support agencies
- contributing to the in-service training of staff and supporting the professional development of teaching assistants
- strategically managing teaching assistants alongside the Head teacher and senior leaders
- liaising with potential and next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- regularly liaising with the governors' representative

The Head teacher

- has overall responsibility for the management of provision for children with SEND
- keeps the governing body fully informed
- works closely with the SENCO
- oversees the Designated Teacher for looked after pupils with SEND

Class teachers

Class teachers are involved in the development of the school's SEND policy and implement the procedures for identifying, assessing and making provision for pupils with SEND, including planning for differentiation. The identification of SEND is built into the overall approach to monitoring the progress and development of pupils. Class teachers are responsible for working with children on a daily basis and closely monitor children involved in interventions. Teachers work closely with teaching assistants and the SENCO to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Teaching assistants

TAs work as part of a team with the SENCO and the teachers, supporting pupils' individual needs,

and helping with inclusion of pupils with SEND within the class. They play an important role in supporting learning and monitoring progress. They contribute to review meetings and help pupils with SEND to gain access to a broad and balanced curriculum.

Lunchtime supervisors

Lunchtime supervisors are given any necessary information relating to the supervision of pupils at lunchtime. They may meet the SENCO in relation to any issues for particular pupils.

A3 COORDINATING AND MANAGING PROVISION

The Head teacher and SENCO meet regularly to discuss SEND issues.
The SENCO meets with class teachers to give support and advice. SEND policy and provision are discussed regularly at both staff and Senior Leadership Team meetings in order to raise the achievement of pupils with SEND. SEND provision is an integral part of the School Development Plan. The SENCO oversees the provision using provision mapping. The SENCO meets regularly with teaching assistants to review progress, give advice, and deliver training, and monitors the placement of TA support throughout the school. This is dependent on the SEND requirements and this placement may change as the needs of the children change. There is opportunity for informal daily contact between staff to discuss concerns.

Parents/carers are kept informed by class teachers and are encouraged to be involved in the support of their child whenever possible. The SENCO also liaises with parents and pupils with SEND at SEN support, or Education, Health and Care plans.

A4 ADMISSION ARRANGEMENTS

West Oxford Community Primary School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with SEND, in accordance with the Local Authority Admissions Policy. If a parent wishes to have mainstream provision for a child with an EHCP, the authority must provide a place unless this is incompatible with the efficient education of other pupils, and there are no reasonable steps that can be taken to prevent the incompatibility.

A5 SPECIALISMS AND SPECIAL FACILITIES

At West Oxford Primary School:

- all teaching staff are qualified teachers who are able to teach pupils with SEND
- Additional training for teachers and TAs is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil.
- Differentiated resources are used to ensure access to the curriculum; resources are easily accessible in the school and each classroom.
- All staff are kept well informed about the strategies needed to manage pupils' needs effectively, and we try to ensure that other pupils understand and respond with sensitivity.
- Pupil support aims to encourage as much independence as possible within a safe and caring environment.
- We have access to the expertise of Local Authority services and other agencies if it is required
- The school has been adapted to provide easy access for wheelchairs, including toilet and washing areas.

B IDENTIFICATION, ASSESSMENT AND PROVISION

B1 ALLOCATION OF RESOURCES

All schools in Oxfordshire receive funding for pupils with SEND in four main ways:

1 The base budget (element 1 funding) which covers teaching and curriculum expenses, as well as the cost of the SENCO.

2 The notional SEND budget (element 2 funding) that funds the additional support required.

3 Specific funds that are allocated to pupils with EHCPs.

4 Other specific funds e.g. Pupil Premium, Inclusion mainstream fund

The Head teacher, SENCO and the SEND governor of the school regularly monitor the needs of pupils with SEND. The school, as part of normal budget planning, has a strategic approach to using resources to support the progress of pupils with SEND and resources are allocated according to need. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the Education, Health and Care plan (EHCP). West Oxford School provides additional support up to the nationally prescribed threshold per pupil per year. Where the cost of special educational provision required to meet the needs of an individual pupil exceeds this threshold, schools are not expected to meet the full costs of more expensive special educational provision from the core funding. The Local Authority may provide top-up funding.

B2 IDENTIFICATION, ASSESSMENT AND REVIEW

The Code of Practice (2014) outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

The progress of children is assessed at regular intervals by staff as part of the school's tracking process (See Assessment policy). Where progress is slow, the first response is high quality targeted teaching. Slow progress and low attainment do not necessarily mean that a child has SEN.

All those working with children are alert to emerging difficulties and respond early.

In deciding whether to make special educational provision, the Head teacher and SENCO consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

When more specific assessment is deemed necessary, this will be carried out by the SENCO, who may then involve other professionals from outside the school. The information gathering will include an early discussion with the pupils and their parents. West Oxford School recognises that parents know their children best, and we listen to and understand when parents express concerns about their child's development. Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of their parents.

When a child is identified as needing SEN support, the school employs a graduated approach of Assess-Plan-Do-Review, adopting the recommended model for SEN as set out in the Code of Practice 2014.

The Code recognises two levels of provision within the continuum: SEND support and an

Education and

Health Care plan. Guidance from Oxfordshire County Council is used to decide the appropriate level of provision:

SEND indicators tool

- When a child is identified as needing SEN support, the school employs a graduated approach of Assess-Plan-Do-Review. Where a high level of support is required, an EHCP may be applied for. Pupils granted an EHCP will be regularly monitored and an annual review held to which parents, the child and professionals involved will be invited.

Criteria for identifying SEN may include:

- A child's early history and/or parental concern
- Low entry profile
- Low Foundation Stage profile
- Pupil's lack of progress despite receiving a differentiated curriculum
- Low achievement i.e. significantly below the suggested level for their age
- Requiring greater attention in class due to behavioural/learning difficulties
- Requiring specialist material/equipment or support for sensory/physical problems

The SENCO and class teacher, together with specialists where appropriate, and involving the parents and pupils, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes are agreed and progress reviewed regularly. Provision is recorded on the SEND pupil profile.

Oxfordshire Ordinarily available SEND provision | Oxfordshire Schools

is used to identify strategies.

Where, despite the school providing SEN support, a child has not made expected progress, school and parents may consider requesting Additional Funding from the Local Authority. A request may be made for an EHCP assessment by the Local Authority if the child's needs are deemed considerable and may need specialist educational provision. The LA will expect to see evidence of the action taken by the school as part of SEN support.

Reviews of children with SEN support are held with parents each term and led by the class teacher. They provide an opportunity for parents to share their concerns, and together with the child and teacher, agree aspirations for the pupil.

Categories of Special Educational Need

Children's needs and requirements fall into four broad areas, but individual pupils may have needs which span two or more areas. For example, a pupil with general learning difficulties may also have communication difficulties or a sensory impairment.

Code of Practice needs	**Categories**
Communication and interaction	Speech, language and communication needs. Autistic spectrum disorder (ASD) including Asperger's and autism
Cognition and learning	Learning difficulties Specific learning difficulties e.g. Dyslexia, dyspraxia, dyscalculia

Social, emotional and mental health difficulties	Behaviour reflecting underlying mental health difficulties (e.g. anxiety, depression) Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder
Sensory and/or physical	Hearing impairment Visual impairment Physical impairment Multi--- sensory impairment

Supporting children with Medical Conditions

Where children with SEN also have medical needs, their provision is planned and delivered in a coordinated way with a healthcare plan. School has regard for the statutory guidance supporting pupils at school with medical conditions (DfE, 2014). See the 'Supporting pupils with medical conditions' policy. needs link

B3 CURRICULUM ACCESS AND INCLUSION

West Oxford strives to be an inclusive school, engendering a sense of community and belonging through its

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

B4 EVALUATING SUCCESS

Parents/carers, staff and pupils meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success.

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the SENCO and Senior Leadership Team
- analysis of pupil tracking data and test results:
  - for individual pupils
  - for cohorts and vulnerable groups
- termly monitoring of procedures and practice by the SEND governor
- Pupil Progress Review meetings
- the school's annual SEND review, which evaluates the success of our policy and sets new targets for development
- the School Development Plan, which is used for monitoring provision in the school
- School self-evaluation
- OFSTED inspection arrangements
- Frequent meetings of parents and staff, both formal and informal, to review progress, plan outcomes, revise provision and celebrate success.
- Monitoring of the quality of Pupil Profiles and review meetings

B5 COMPLAINTS PROCEDURES

If a parents/carer is concerned about SEND provision for their child, initial contact should be made with the class teacher. A meeting will be arranged, which may include the SENCO and/or the Head teacher, to discuss the concern. The Special Educational

Needs and Disability Information and Support Service (SENDIASS) is available to support parents in meetings concerning their child's progress and welfare.

In the event of a formal complaint, parents are advised to contact the Head teacher and she will follow the Complaints Policy procedures.

C Partnership within and beyond the school

C1 PARTNERSHIP WITH PARENTS

Our school believes that good communication between parents/carers and staff is essential so that parents can share their knowledge and expertise about their child. This is important in enabling children with SEND to achieve their potential. Parents are always welcome to visit school to discuss any concerns about their child with the class teacher, at a mutually agreed time. There is opportunity for parents to discuss their child's needs, strengths, and progress at Parents' evenings and Profile review meetings.

Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress. Wherever possible parents are involved in the strategies instigated, and we aim to support parents with their child's difficulties where possible. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. Information about SENDIASS is given to parents so they may use it if they wish, and information is available for parents of children with learning difficulties/disabilities in school. Parents have the right of access to records concerning their child.

Parents' evenings are held twice a year in the Autumn and Spring terms, and Pupil Profile meetings are held 3 times a year – in September, December and March. At the end of the school year parents receive the end of year report and reviewed pupil profile and are invited to discuss them with the teacher or SENCO if they wish.

We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English. SEND information and leaflets are available in a number of community languages through SENDIASS, a parent support service offering advice and help, found at SENDIASS Oxfordshire

A guide to SEND provision in Oxfordshire, called the local offer, is available on the Oxfordshire County Council website Oxfordshire SEND local offer as is information about the Code of Practice, the SEND Tribunal and how to contact the Local Education Authority. Parents are welcome to request any of these publications. The school's SEND policy, local offer and the SEND Information Report are all available on the West Oxford Primary School website.

C2 THE VOICE OF THE CHILD

All children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. At West Oxford School we encourage pupils to participate in their learning by sharing their wishes and feelings with families and staff as part of the planning and review process.

At the beginning of the year children are encouraged to reflect on their strengths and needs and what they enjoy or find difficult about school. They think about what they would like to achieve in the coming year. In December and March they complete a questionnaire with a trusted adult so that they can reflect on the support they are given and how they feel about school and their progress. At the end of the year they are encouraged to reflect on whether they achieved their ambition for the year. This is difficult for some children, so it is important to recognise success and achievements as part of the review process as well as addressing any difficulties.

C3 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The school has access to a wide range of education, health and social services professionals available in Oxfordshire. These include outreach advisors from language and communication bases, the SEN Support Service (SENSS), Early Years Support Service (EYSENIT), physiotherapists, educational psychologists, a play therapist, and health visitors. For assessment and advice from most of these services a request form must be filled in first, and then additional information may be required e.g. the service's own checklist, and information about strategies already being used.

C4 LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS

Transfer and links with other schools

The SENCO, class teachers and Head teacher liaise over internal transfer of pupils with SEND. Pupils visit their new class before transfer and often have extra visits or arrangements to ensure a successful transition.

Year 6 pupils transferring to local Secondary School have the chance to visit the new school for a day and often for additional visits. The SENCO and Year 6 teacher liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff.

At all times of transition, SEND information is gathered together and records transferred to the new teacher or school. The SENCO discusses the transition of pupils with SEND with the SENCO of the receiving secondary school.

For pupils with an EHCP, a transition review early in Year 6 is planned and the pupil's needs and assessment amended by 15th February in the year of transfer to ensure that time is available to make necessary transfer arrangements re needs and provision. The SENCO of the receiving school will be invited to the final annual review in Primary Schools of pupils with an EHCP where the particular school has been named.

C5 STAFF DEVELOPMENT AND APPRAISAL

The school is committed to gain expertise in the area of SEND. Current training includes school –based whole school INSET (responding to the particular needs of the school), training sessions for TAs and lunchtime supervisors, SENCO and TA meetings, attendance at County meetings.
The SENCO attends SEND Inclusion Briefings termly meeting, partnership SENCO meetings, and regular supervision facilitated by an Educational Psychologist.
The SENCO attends INSET when relevant.

Newly appointed teaching and support staff meet the SENCO to discuss SEND procedures in the school. There is an induction pack outlining the school's procedures and approach.