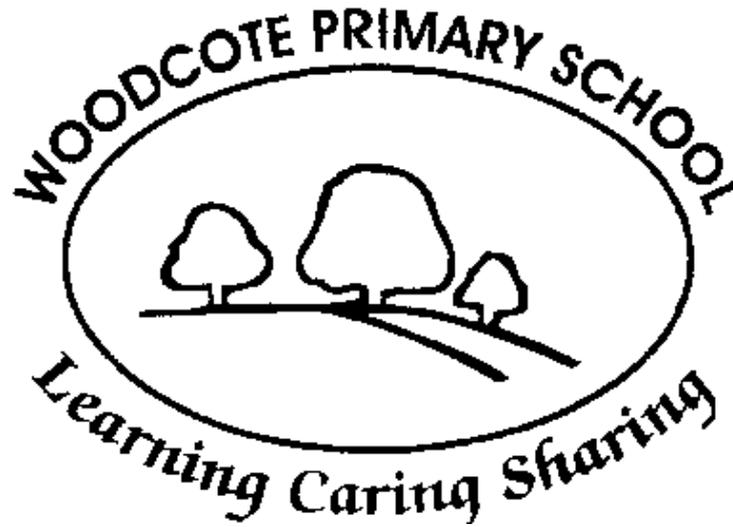


Woodcote Primary School SEND Policy



Adopted: November 2025
To be reviewed: November 2026

Woodcote Primary School recognises its responsibility for Safeguarding and Child Protection.

Chair of Governors: N. Baker

Headteacher: L. Hunt

Woodcote Primary School

Special Educational Needs and Disabilities Policy

At Woodcote Primary School, our aim is that every pupil grows in confidence and develops their self-belief. It is important to us that pupils are polite, tolerant of others and show empathy, kindness and respect. Through a growth mindset culture, we aim for all pupils to persevere with determination to be the best they can, inspired by rich opportunities to explore the world. Our core values of honesty, positivity, respect, and courage are at the heart of everything we do.

We believe that all children are entitled to receive a good education that enables them to maximise opportunity and success in learning and life, irrespective of need, prior attainment, background or circumstance.

The Special Educational Needs and Disabilities Coordinator (SENDCo) is Kate Welsh. The nominated Governor for SEND is Martin Towers.

For more information on the provision we make for pupils with SEND, please refer to our SEND Information Report which is published on our website and is updated annually.

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SECTION A: SCHOOL ARRANGEMENTS

A1 DEFINITION

High quality teaching that is adaptive and personalised will meet the individual needs of most 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 if she or he:

- has a significantly greater difficulty in learning than most others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Aims and objectives:

The Governors and staff of this school recognise that all children have a right to a broad, balanced, high-quality education. 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 have high aspirations for all pupils at our school.
- To have regard to, and be compliant with, the SEND Code of Practice 2014 (DfE: Special Educational Needs and Disability Code of Practice: 0 to 25 years, 2014.)
- To follow the guidelines, laid down by Oxfordshire County Council for identifying and supporting children with Special Educational Needs (Identifying and Supporting Special Educational Needs in Oxfordshire School and Settings and Oxfordshire's Ordinarily Available SEND Provision).
- To ensure that our curriculum is responsive to all children whatever their individual need and to include all children within the class, wherever and whenever practicable.
- To promote positive attitudes and individual confidence, ensuring all children experience success.
- To ensure that class teachers are confident to use a range of adaptive teaching methods to provide effective learning opportunities for all pupils.
- To ensure all additional provision is recorded on a school provision map.
- To recognise the importance of early identification; where a child is identified as not making adequate progress, provision, that is additional to or different from that provided as part of the school's usual curriculum, will be given. If a child is identified as having Special Educational Needs a Pupil Profile will be written, tailored to each individual child's needs. Realistic yet aspirational desired outcomes will be set, and these will be reviewed three times during the academic year. These review meetings will involve the child, parent and teacher, with the involvement of the SENDCo when required.
- To have a strong partnership with parents/carers and to encourage them to be involved in planning and supporting at all stages of their child's development.
- To make full use of external agencies when appropriate.

A2 ROLES AND RESPONSIBILITIES

Provision for pupils with special educational needs is a matter for the school as a whole. All teachers are teachers of children with SEND.

Governors

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

An appointed representative from the governing body is actively involved in self-review of the provision for children with special needs and implementation of the policy within the school. This is done in conjunction with the Headteacher and SENDCo.

SENDCo

The Special Educational Needs and Disabilities Coordinator is Kate Welsh. She works closely with all staff, the Headteacher, parents and outside agencies ensuring the best possible provision for children with special educational needs and disabilities.

She is responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- ensuring the involvement of parents and 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 special educational needs, assessing and planning for progress
- maintaining the school's special educational needs register
- acting as Designated teacher for looked after pupils with SEND
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with early years providers, other schools, educational psychologists, 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
- 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
- day to day management of teaching assistants, in liaison with the Headteacher and Key Stage staff
- supporting the professional development of teachers and teaching assistants
- regularly liaising with the governors' representative

Headteacher

The Headteacher has overall strategic oversight of the effective and consistent implementation of the SEND policy across the school. This will include ensuring frontline practitioners are appropriately trained and skilled to meet the range of needs within the school. The Headteacher keeps the governing body fully informed and works closely with the SENDCo.

Teaching Staff

Class teachers:

- are the leader of provision for SEND at the point of delivery in the classroom
- are involved in the development of the school's SEND policy
- implement the procedures for identifying, assessing and making provision for pupils with SEND
- have high aspirations for, and expectations of, children with SEND
- are responsible for delivering universal, high-quality teaching for all
- tailor provision to meet need, with expertise and guidance from the SENDCo as and when appropriate
- have oversight of any additional adults working within the class
- identify and effectively use resources to provide the adjustments and adaptations a child may require

Teaching Assistants:

- do not replace the teacher for a child with SEND, but enhance the teaching, with the child continuing to retain direct access to the high-quality teaching in the classroom
- support the child to be as independent in their learning as possible
- under the direction of the class teacher, may deliver short, intensive spells of one-to-one or small group interventions

A3 CO-ORDINATING AND MANAGING PROVISION

The Headteacher and SENDCo work together to co-ordinate and manage SEND. The SENDCo works with class teachers to provide support and advice. SEND is on the agenda at every staff meeting in order to raise the achievement of children with SEND. Special needs provision is an integral part of the School Development Plan. The SENDCo oversees the provision using provision mapping. The SENDCo and/or Headteacher meet regularly with the Teaching Assistants, to review progress and give advice and monitor the placement of TA support throughout the school. This is dependent on the Special Needs 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.

The insights of parents/carers are invaluable to the identification/assess/plan/do/review process. Parents/carers are kept informed by class teachers and are encouraged to be involved in the support of their child whenever possible. Pupils with Education, Health and Care Plans and their parents or carers have an Annual Review involving the SENDCo and key people involved in their provision. Where there is a concern that parents need extra support, the SENDCo or a member of the Senior Leadership Team will work alongside the class teacher to offer appropriate support. When a child or family is identified as benefiting from early help, a whole family, multi-agency Strengths & Needs form will be completed to identify appropriate support. Please refer to the Child Protection Policy for more information.

A4 ADMISSION ARRANGEMENTS

Woodcote Primary School strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs and disabilities, in accordance with the Local Authority (LA) Admissions Policy. According to the Education Act 1996, (Section 316), the school will admit a child with an Education, Health and Care Plan subject to the wishes of their parent unless this is incompatible with the efficient education of other children and there are no reasonable steps that can be taken to prevent the incompatibility.

A5 SPECIALISMS AND SPECIAL FACILITIES

Children's specific needs are discussed with parents/carers when admission to school is requested. The previous school and support agencies are contacted should this be appropriate. All staff have responsibility for teaching children with SEND and should any specialist advice or training be required, this will be arranged.

The school is accessible for wheelchairs and people with mobility difficulties. Suitable toilet facilities are available. Where a child has a disability, the SENDCo and class teachers make sure that all adults are informed about effective management strategies and that other children are made aware as appropriate. Advice is sought from outside agencies on how best to provide for the child's needs and this advice is accessible to the adults working with the child. Arrangements are made to allow as much independence as possible, but with support available as and when necessary (see Health and Safety Policy).

The SENDCo and Governor with responsibility for SEND liaise regularly to discuss provision within the school for all children with SEND.

SECTION B: IDENTIFICATION, ASSESSMENT AND PROVISION

B1 ALLOCATION OF RESOURCES

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

- The base budget (element 1 funding) covers teaching and curriculum expenses as well as the cost of the SENDCo.
- The notional SEN budget (element 2 funding) covers the additional educational support required.
- Specific funds may be allocated to pupils with Education, Health and Care Plans.

Woodcote Primary School, as part of normal budget planning, has a strategic approach to using resources to support the progress of pupils with SEND. Woodcote Primary 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 their core funding. In these circumstances, the Local Authority may provide top-up funding to enable the school to provide appropriate provision.

B2 IDENTIFICATION, ASSESSMENT AND REVIEW

Woodcote Primary School has a clear, defined approach to identifying and responding to SEND. The progress of the children is assessed at regular intervals by staff as part of the school's tracking process. 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, following guidance set out in Woodcote Primary School's 'Identification of SEND' flowchart.

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

Where more specific assessment is deemed to be necessary, this will be carried out by the SENDCo, who may then involve other professionals from outside the school. The information gathering will include an early discussion with the pupils and their parents. Woodcote Primary School recognises that parents know their children best and we ensure 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 SEND support, Woodcote Primary School employs a graduated approach of Assess-Plan-Do-Review, adopting the recommended model for Special Educational Needs as set out in the Code of Practice (DfE 2014). Oxfordshire County Council's guidance 'SEND Indicators Tool' is used as a guide for the identification, assessment and provision for SEN, and the forms provided are used for record-keeping. The document 'Ordinarily Available SEND Provision' provides guidance on the provision that mainstream schools need to make for children and young people with special educational needs and/or disabilities in Oxfordshire. A register of pupils with SEN is kept as a legal requirement.

Criteria for identifying SEN may include:

- A child's early history and/or parental concern
- Low entry profile
- Low Foundation Stage profile
- A pupil's lack of progress despite receiving an adaptive curriculum
- Low achievement in the National Curriculum 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 SENDCo and the class teacher, together with specialists, and involving the pupils and parents, 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 at Pupil Profile meetings.

Where, despite the school providing SEN support, a child has not made expected progress, school and parents may consider requesting an Education, Health and Care assessment by the local authority. 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 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 outcomes and aspirations for the pupil.

Provision

Provision for children with SEN is additional to or different from that provided as part of the school's usual curriculum. It is a graduated response to children's individual needs. Such provision is recorded on the SEN Pupil Profile.

Categories of Special Educational Need

Children's needs and requirements fall into four broad areas, but individual pupils may well 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.

- Communication and interaction: Speech, Language and Communication needs
Autistic Spectrum Disorder including Aspergers 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 disability
Multi-sensory impairment

Supporting pupils with medical conditions

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

B3 CURRICULUM ACCESS AND INCLUSION

Woodcote Primary School strives to be an inclusive school, engendering a sense of community and belonging through our:

- commitment to its vision and values
- 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 SENDCo and the Senior Leadership Team
- Analysis of pupil tracking data and test results - for individual pupils
- for cohorts
- Value-added data for pupils on the SEN register
- Monitoring of procedures and practice by the SEND governor three times a year
- School self-evaluation
- Monitoring the quality of Pupil Profiles and review meetings
- The School Improvement Plan

B5 COMPLAINTS PROCEDURES

If a parent or guardian 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 Headteacher and/or SENDCo, to discuss the concern. Parents can request an appointment with the SENDCo or Headteacher directly. Oxfordshire's SEN and Disability Information, Advice 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 concerning SEND provision, parents/carers are advised to contact the Headteacher and follow the Oxfordshire LA procedure in the first instance. Parents may also contact the Governing Body. Government publications regarding parents' rights are available in school.

SECTION C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL AND CHILDCARE

C1 STAFF DEVELOPMENT

The school is committed to gaining further expertise in the area of Special Needs education. Current training includes school-based whole school INSET, training sessions for TAs and lunchtime supervisors, SENDCo and TA group meetings, attendance at County meetings and the reading and discussion of documents on SEND. Individual staff development is provided by various higher education institutions. Staff meetings are arranged to respond to the particular needs of the school.

Arrangements for the induction of ECTs and new staff into the school's policy and SEND procedures are detailed in the Staff Handbook.

C2 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The school is able to call upon the expertise of a range of support services. These support services are consulted after consultation with the Headteacher or SENDCo, and with the full agreement of parents. For assessment and advice from most of these services a referral form must be filled in first, then additional information may be required e.g. the service's own checklist, and information about strategies already in use. The SENDCo holds contact details and request forms for other agencies and support services.

C3 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 special educational needs to achieve their potential. Parents are always welcome to visit the 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, progress and strengths at Parents' Evenings and Pupil 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 any strategies instigated, and we aim to support parents with their child's needs if necessary. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. Information about the Parent Partnership Service 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 right of access to records concerning their child.

C4 THE VOICE OF THE CHILD

Woodcote Primary School believes that children need to be empowered to express their views and feelings. 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. In Woodcote Primary School we encourage pupils to participate in their learning by being present for at least part of review meetings, depending on their level of maturity, or sharing their wishes and feelings with families and staff prior to the meeting. It is important to recognise success and achievements as part of the review process as well as addressing any difficulties.

C5 TRANSFER ARRANGEMENTS

The SENDCo, class teachers and Headteacher liaise over the internal transfer of pupils with SEND. Placements are considered carefully in order to meet a child's particular needs, and pupils visit their new class before transfer.

Year 6 children transferring to local Secondary Schools have the chance to visit the new school for a day. Representatives from the Secondary Schools visit to talk with the children. The SENDCo and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. Children with SEND transferring next door to Langtree benefit from an enhanced transition, comprising of additional visits. We will also endeavour to make this happen for children transferring to other schools. At all times of transition, SEND information is gathered together and records transferred to the new teacher or school.

For pupils with Education, Health and Care Plans (EHCPs), the child's EHCP should be amended in the light of recommendations of the annual review by 15th February in the year of transfer to ensure that time is available to make necessary transfer arrangements re/needs and provision. The SENDCo of the receiving school will be invited to the final annual review in primary schools of pupils with EHCPs where the particular school has been named.

C6 Monitoring and Review

The implementation of this policy will be monitored by the SEND Governor. This policy will be updated in line with new initiatives together with any streamlining of school processes. This policy will be reviewed in one year.