



West Witney Primary School

Special Educational Needs and Disability Policy

To be read in conjunction with the school's SEND Information Report, Accessibility Plan, Disability Equality Policy and the SEND Code of Practice 2014

March 2026 – November 2028

Vision Statement

At West Witney School, we aim to value each child as an individual. With care and support, we will encourage each child to achieve their own potential and to establish areas in which they can succeed. We acknowledge that everyone in life is not the same, but we all have the right to be accepted. We encourage everyone to work alongside each other in a harmonious and supportive way. We believe that each child is special.

We aim to be an inclusive school. Everyone is welcome and accepted into our community. All pupils have equal access in all school activities. Children are encouraged to care for each other and their environment.

We aim for a consistent approach to the children in all aspects of their learning, coupled with open communication with parents. We try to maintain a positive learning environment for all our pupils.

Many children will have special needs at some time along their school journey, which may require additional support. We recognise that some children will require additional support and we plan to be as supportive as possible when catering for Special Educational Needs (SEN) or additional needs (including disability or medical needs) This policy outlines the ways in which we will do this.

Definition of Special Educational Needs:

Pupils have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or

- Have a disability which prevents or hinders them from making full use of the educational facilities of a kind generally provided for children of the same age in school within the area of the local authority; and
- Are of compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them

Children must not be regarded as having a learning difficulty solely because the language or form or language of their home is different from the language in which they will be taught.

Special educational provision means:

- For pupils of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area
- For children under two, educational provision of any kind

Section 312; Education Act 1996 (updated)

Definition of Disability:

A disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out day-to-day activities. The effect must be; substantial (that is more than minor or trivial), long-term (that is, have lasted or is likely to last for at least a year or for the rest of the life of the person affected) and adverse.

Aims:

We at West Witney Primary School believe that each pupil has individual and unique needs. However, some pupils require more support than others to achieve the best outcomes. We acknowledge that a significant proportion of pupils will have special educational needs (SEN) at some time along their school journey. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. West Witney Primary School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum.

In particular, we aim to:

- Enable every pupil to experience success
- Promote individual confidence and a positive attitude
- Ensure all pupils, whatever their special educational needs or disability receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- Give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- Ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- Identify, assess, record and regularly review pupils' progress and needs
- Involve parents/carers in planning and supporting at all stages of their children's development
- Work collaboratively with parents, other professionals and support services
- Ensure that the responsibility held by all staff and governors for SEND is implemented

Roles and responsibilities:

Mrs Helen King is the school's SENDCo.

Provision for children with special needs 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 those needs.

The governing body, in co-operation with the Head teacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor, Mrs Lisa Upson, who takes particular interest in this aspect of the school.

The **Headteacher** has responsibility for:

- The management of all aspects of the school's work including provision for pupils with SEND
- Keeping the governing body informed about SEND issues
- Working closely with the SEND personnel within the school
- Making all staff aware of the need to identify and provide for pupils with SEND
- Ensuring pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient provision of other pupils
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **Governing Body** will ensure that:

- The necessary provision is made for any pupil with SEND
- They have regard to the requirements of the *SEND and disability Code of Practice (2014)*
- The progress and attainment of children with special needs and/or looked after children are monitored and evaluated when reviewing the effectiveness of the school's support for children with SEND
- They report to parents on the implementation of the school's SEND policy
- They are fully informed about SEND issues
- They set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND
- The quality of SEND provision and provisions for LAC (Looked After Children) is regularly monitored.

The **Special Educational Needs and/or Disability Co-ordinator (SENDCo)** is responsible for:

- Overseeing the day-to-day operation of this policy
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other staff
- Helping staff to identify pupils with SEND
- Carrying out detailed assessments and observations of pupils with specific learning problems
- Co-ordinating the provision for pupils with SEND
- Supporting class teachers in devising strategies, drawing up Pupil Profiles, supporting the setting of targets and outcomes appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom
- Liaising closely with parents of pupils with SEND
- Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents

- Maintaining the school's SEND register and records
- Assisting in the monitoring and evaluation of progress of pupils with SEND
- Contributing to the in-service training of staff
- Supporting and advising teaching assistants who work with children with SEND
- Liaising with the SENDCos in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other
- Taking part in LA SEND moderation

The **Designated Teacher for Looked After Children** will:

- Ensure that the teaching and learning needs of the looked after child are reflected in his or her Personal Education Plan and have lead responsibility for its implementation
- Ensure that the views of looked after children are taken seriously and inform decisions about teaching and learning strategies and their personal targets
- Prioritise looked after children for one-to-one tuition
- Promote good home-school-agency links
- Be a source of support for all staff working with looked after children.

Class teachers are responsible for:

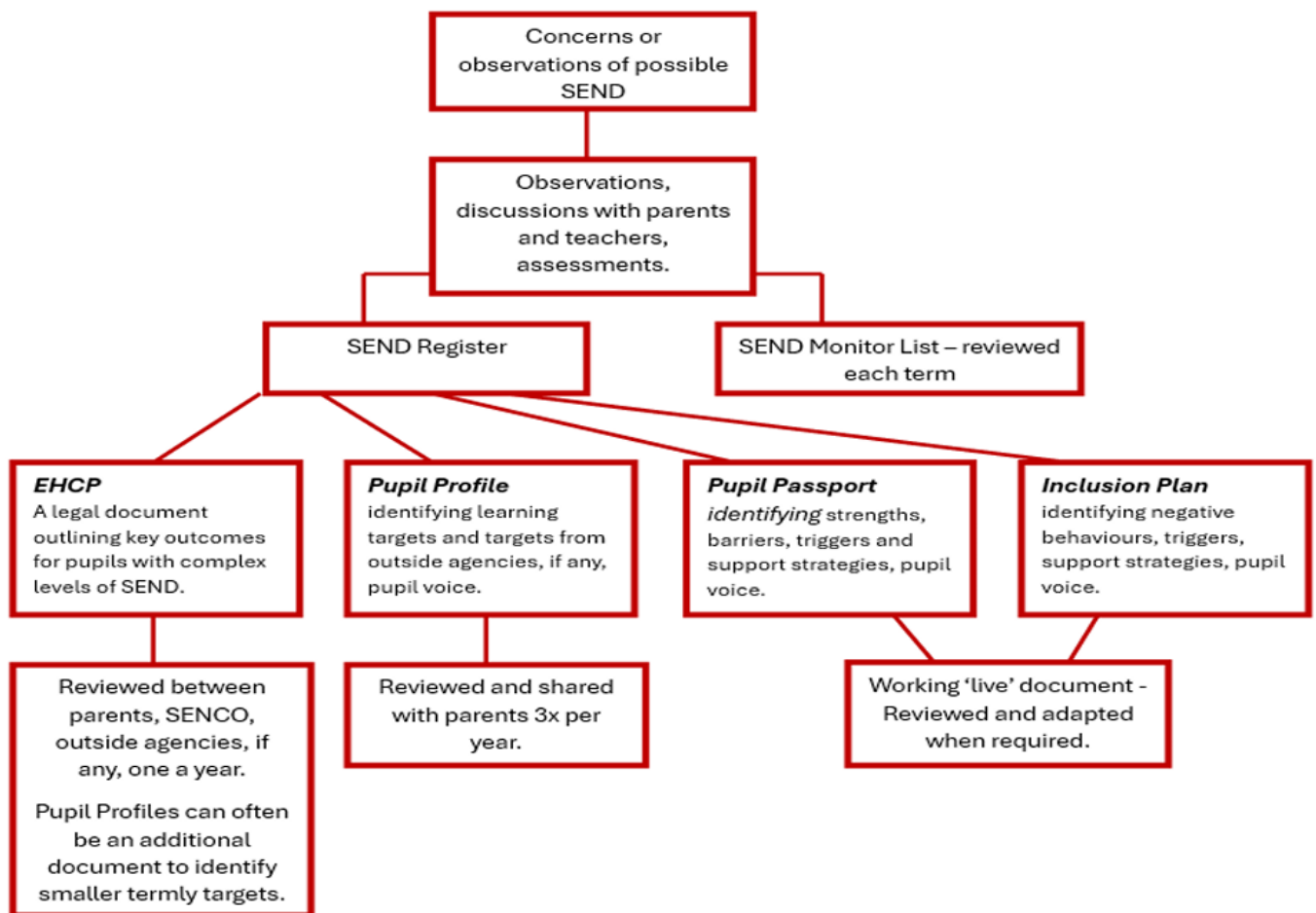
- Including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum.
- Reporting SEND pupils in a Pupil Profile.
- Ensuring that they access all available information and support to enable them to make appropriate educational provision for looked after children and children with SEND
- Working closely with parents, carers and specialist agencies to ensure a coherent approach to the education of looked after children and children with SEND.
- Provide guidance for TAs in supporting pupils with SEND, ensuring there is an understanding of their needs.

Learning support staff/teaching assistants should:

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- Use the school's procedure for giving feedback to teachers about pupils' responses to tasks and strategies, feeding into the review process of Pupil Profiles.

Identification, Assessment and Procedures

A flowchart to show the identification of SEND and what we do next at West Witney.



Further explanations of the flowchart:

SEND Monitoring List

- Pupils who have been identified by teachers or parents as possibly having barriers to learning.
- Pupils are monitored (observations from class teacher, SENCo as well as data analysis and possible SEN specific assessments) over several terms and meetings between school and parents take place.
- Children's progress is reviewed at each assessment point to decide whether to continue with monitoring or to add to the SEND Register

SEND Register

- Pupils who have a formal diagnosis or specific medical needs are placed on the SEND register to enable school to monitor, seek and collaborate with appropriate outside agencies and then use strategies from reports and advise to support the pupil.
- Pupils are also on the SEND register if they are not making expected progress over a sustained period such as two-three assessment points within a year. The pupil's barriers to making progress is despite being part of interventions within class, small groups or targeted support.
- Pupils on the SEND Register will have a Pupil Passport or a Pupil Profile.

EHCP (Educational and Health Care Plan)

- A legal document for children and young people aged 0-25 with special educational needs and disabilities (SEND).
- It outlines the child's educational, health, and social care needs, and the support required to help them achieve their potential and key life outcomes.
- EHCPs are reviewed regularly, at least every 12 months.

Pupil Profiles

These outline the current outside agencies working with school and pupils to apply targeted strategies, such as SaLT or an Educational Psychologist.

Pupil profiles also support children with their learning by identifying small steps/targets for them to be supported with during the term. Further support is usually in addition to interventions taking place as group interventions for short periods of time/as a booster which the child may also be part of. Pupil profiles are updated and shared with parents/carers three times per year.

Pupil Passports

- Pupils who are on the SEND Register but who are making good progress will have a Pupil Passport.
- Pupil Passports will include the child's diagnosis (if any), their pupil voice about what helps them, what they find challenging and ways to support them (and what to avoid).
- Passports are a great way to share information about your child's diagnosis as they are individual to them.
- Passports are updated once per year and are important to transition and all staff being aware of a pupils' needs or differences.

Inclusion Plans

- Supporting pupils with challenging and negative behaviours.
- Similar to a pupil passport but identifies strategies to support the individual triggers, responses and support required to help them through their big feelings.

If a teacher or parent has any concerns about a child, there will be an initial dialogue with the SENDCo and a "*Children who may need additional support*" form is completed. This becomes a running record of observations carried out by the class teacher. If, after careful monitoring, the child has been identified as not making adequate progress, and they can be matched against the descriptors, he or she will move to SEND register. A pupil will move to SEND if the work that is planned for them or the intervention provided is significantly different from or to those that is offered through differentiated medium and weekly planning. A Pupil profile is produced for that child, which is reviewed termly and shared with the parents.

Intervention at SEND may be as a result of a child showing little or no progress when teaching approaches are targeted at a child's area of weakness, where a child demonstrates difficulty in developing literacy or maths skills which result in poor attainment in some curriculum areas, where there is persistent emotional and/or behavioural difficulties, where a child has particular sensory or physical problems or where a child has communication and/or interaction difficulties.

The school's assessment procedures are used to monitor the progress of individual children. These may include marking, teacher and formal assessment and attitudes to learning to provide information about areas where the child is not progressing adequately. The school makes use of 'P' levels' where appropriate. The SEN Code of Practice (2001) states that adequate progress can be defined in a number of ways.

For example, it might be the progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than the majority of peers

- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement of self-help
- Social or personal skills
- Demonstrates improvement in the child's behaviour

If, after additional or different strategies have been used and there is no significant improvement in the child's progress, then class teacher and SENDCo, in consultation with parents, will refer a child for external support. When a multi-agency approach is required, an Early Help Assessment (EHA) will be completed and termly 'Team around the Family' (TAF) meetings will follow.

For very few pupils the help provided at SEND level may not be sufficient to enable the child to make adequate progress. In this case the school, in consultation with parents and any external agency already involved, will consider asking the LA to initiate an Educational Health Care Plan (EHCP) This will be initiated if the child continues to make little or no progress in specific areas over a long period of time, continues working substantially below expected National Curriculum standards and/or continues in having difficulty in developing literacy and numeracy skills.

Intervention at this level may also be necessary if a child has emotional and/or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, has sensory or physical needs and requires additional specialist equipment, advice or visits from a specialist service or has on going communication and interaction difficulties that impede the development of social relationships that cause barriers to learning.

Provision

The school aims to provide all pupils with access to a broad and balanced curriculum, in accordance with the school's Teaching and Learning Policy and the National Curriculum. The school employs a range of teaching strategies in addition to differentiated planning to support children's learning. The school recognises children's achievements in their work and behaviour. This is rewarded in a variety of ways including: privilege card system, stickers, class rewards and bonus playtimes.

Provision for children with SEND may be given through support both in and out of the classroom from the class teacher and/or teaching assistants. This support may be individual or in small groups. The support may include the use of writing frames, ICT software and specific literacy and numeracy programmes. Teachers may use a wide range of learning styles for example role play, models, presentations, collaborative work and first-hand experience.

Staff Development

The school's SLT provide induction for all new members of staff. This induction will include: writing and reviewing Pupil Profiles, liaison with parents and pupils, working with learning support assistants, and resources that may be appropriate. The SENDCo provides INSET for teaching staff and learning support assistants as appropriate. The SENDCo attends regular SENDCo partnership meetings and appropriate INSET relating to SEND and feeds back to staff. Where appropriate class teachers will attend INSET, for example if there is a child with specific needs in their class.

External Support

The school works in partnership with external agencies. The school seeks support from these agencies according to the child's needs. External support regularly includes:

- Educational Psychologist

- Outreach teachers
- OCC Specialist Support Services
- OCC Behaviour Support service
- CAMHS – referral process and outreach training webinars
- CAMHS MHST service to support parents and school
- School's Educational Welfare Officer.
- LCSS and Social Services
- School Nurse
- Speech and Language Therapy Service – Private and NHS
- Advisory Teachers such as SENSS C&I, DSCN, VI, HI and PD
- SENCO Networks within the EPA Trust and within surrounding schools

The SENDCo and class teacher liaise with the support agency to review progress and discuss strategies being used. The SENDCo will work with the class teacher to ensure advice given by external agencies is reflected in the child's Pupil Profile. Parents are invited to meet with external agencies involved with their child.

Links with other schools

- The EPA SENCO meets termly for solution focused CPD.
- EYFS staff meet with staff from the local preschool and communicate with staff from local nurseries prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCo during these meetings. Where necessary the SENDCo will arrange a further meeting to discuss the needs of the children with SEND.
- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the SENDCo will telephone to further discuss the child's needs.
- At secondary transfer, class teachers from Year 6 and 7 meet to pass on information. Children for whom transfer may be more difficult will receive additional support and will make additional visits to the secondary school wherever possible.

Parents

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process.
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- Pupil Profiles may include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All Pupil Profiles and reviews will be copied for parents.
- Parents/carers' evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- Parents who do not have English as a first language, do not have fluent English or are disabled will be offered support.

Pupils

- The school considers the views of pupils in their learning. Views and opinions are sought and encouraged in lessons.
- Children are expected to contribute and listen appropriately. Activities such as Circle Time and PHSE encourage participation from all pupils.
- The School Council offers representatives from each class an opportunity to discuss a range of school issues.

- The school seeks to reflect a range of learning styles in lessons to meet particular needs.

Monitoring

The Head Teacher, SENDCo and Governing Body are responsible for monitoring the implementation of this policy within SEND Impact Reviews throughout the year. Class teachers monitor the progress of individual children through marking, teacher assessment and formal assessment. Class teachers share information relating to pupil profiles with teaching assistants and supply teachers. Progress of SEND children is monitored by class teachers and SENDCo on a termly basis. The SENDCo will aim to meet with the Educational Psychologist at each visit.

The SENDCo reports to the Governing Body every term. Reports to governors may include information about how resources are managed and deployed, the involvement of parents, external agencies working in the school and procedures for review. It may also include reference to the extent to which standards have improved across groups of children with SEND and the movement of children from graduated response action. The Head Teacher reports to the Governing Body Resources Committee and this includes reference to SEND spending.

Complaints

In the first instance, the Head Teacher and SENCo will engage with any complaint about the provision given for a child with SEND. The parents will be invited to meet with the Head and SENDCo if appropriate, to discuss concerns. The Head Teacher will respond to any complaint as soon as is reasonably possible and follow the school's complaint policy. The school will seek to work in partnership to resolve any concern.