

Wootton St Peter's CE Primary School



SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

Date Adopted by Governing Body: November 2024

Date to be Reviewed: November 2025

Signed Chair of Governors

A handwritten signature in black ink that reads 'M. S. Varnom'. The signature is written on a light-colored background and is underlined.

Mike Varnom

Signed Headteacher

A handwritten signature in black ink that reads 'Charles Pitt'. The signature is written in a cursive style.

Charles Pitt

Policy for Special Educational Needs

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SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

This Policy reflects the expectations and guidelines of the Special Educational Needs and Disabilities Code of Practice 2014.

The Governors and staff at Wootton St. Peter's CE Primary School are committed to meeting the educational needs of all our pupils through the provision of challenging and exciting experiences. We celebrate their diversities and differences by embracing an inclusive ethos throughout the school. We recognise that quality learning takes place when we motivate pupils, promote their self-esteem. At Wootton St Peter's we empower the children in our care with the skills and attributes they need to flourish in the world and face the challenges they are confronted with.

We understand the importance of finding out the perceptions and feelings of children, and encourage them to be actively involved in their own learning. We value working in partnership with parents, children, and outside agencies to ensure the best provision possible.

We believe in equality of opportunity and in providing pupils with a broad, balanced and relevant education through a graduated approach of action and intervention. Teachers take account of the special educational needs presented by the children they teach and make provision to support individuals or groups of children through their planning. This will ensure that all children are able to access and participate fully in the curriculum. Some children may require additional or different help from that given to other children of the same age.

Children may have special educational needs at any point during their school career. These may last throughout the time a child is in school, or may present for a given period of time, after which, often as a result of intervention strategies employed to support the child, no particular action is required. Teachers take account of the type and extent of the difficulties experienced by individual children in their short term planning.

The **specific objectives** of our SEND Policy are as follows:

- ✓ To identify pupils with SEND and disabilities and ensure that their needs are met.
- ✓ To ensure that children with SEND and disabilities join in with all the activities of the school.
- ✓ To ensure that all pupils make the best possible progress.
- ✓ To ensure that parents are informed of their child's special needs and provision, and that there is effective communication between parents and school.
- ✓ To ensure that pupils express their views and are fully involved in decisions which affect their education where appropriate.
- ✓ To promote effective partnership and involve outside agencies when appropriate.

The success of the school's SEND Policy will be judged against the aims set out above, measured by:

- ✓ Objective measures of pupil progress, for example class literacy and numeracy and science tracking sheets, SATs at the end of KS1 and KS2, and specific reading age, numeracy age and vocabulary/language age assessments. Writing assessments every term. RWI every 8 weeks.
- ✓ Feedback from parents at review meetings and at parent - teacher

consultation meetings.

- ✓ Discussion with pupils.
- ✓ Discussion with teachers and teaching assistants.
- ✓ Evaluation by outside agencies involved with the school, including the LA and OFSTED

The Governing Body will ensure that it makes appropriate special educational provision for all pupils in need, through monitoring by the SEND Governor. The Governors agree with the LA admissions criteria which does not discriminate against pupils with SEN or disabilities, and its Admission Policy has due regard for the guidance in the Code of Practice.

A School Arrangements

A1: DEFINITION AND AIMS

Definition

Aims

At Wootton St. Peter's CE Primary School, we believe that each pupil has individual and unique needs. However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of pupils will have special educational needs at some time in their school career.

Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. Wootton St. Peter's CE 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 that all pupils, whatever their special educational needs, 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 SEN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate.
- ✓ Identify, assess, record, and regularly review pupils' progress and needs.
- ✓ Involve parents/carers in planning and supporting at all stages of their pupil's development.
- ✓ Work collaboratively with parents/carers, other professionals and support services including the Educational Psychology Service.
- ✓ Ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.

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.

The **Governing Body** in co-operation with the Head teacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs - it maintains a general overview and has appointed a representative who takes particular interest in this aspect of the school.

Governors must ensure that:

- ✓ The necessary provision is made for any pupil with SEND
- ✓ All staff are aware of the need to identify and provide for pupils with SEND
- ✓ Pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- ✓ They have regard to the requirements of the Code of Practice for Special Educational Needs (2014)
- ✓ Parents are notified if the school decides to make SEND provision for their child
- ✓ They are fully informed about SEND issues, so that they can play a major part in school self-review
- ✓ They set up appropriate staffing and funding arrangements, and oversee the school's work for pupils' with SEND

Governors play a major part in school self-review. In relation to SEND, members of the Governing Body will ensure that:

- ✓ They are involved in the development and monitoring of the school's SEND Policy, and that the school as a whole will also be involved in its development.
- ✓ SEND provision is an integral part of the School Development Plan
- ✓ The quality of SEND provision is regularly monitored.

The **Head teacher** has responsibility for:

- ✓ The management of all aspects of the School's work, including provision for pupils with special educational needs and disabilities.
- ✓ Keeping the Governing Body informed about SEND issues.
- ✓ Working closely with the Special Educational Needs Coordinator.
- ✓ The deployment of all special educational needs personnel within the school.
- ✓ He also has overall responsibility for monitoring and reporting to the governors about the implementation of the School's SEND Policy and the effects of inclusion policies on the school as whole.

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

- ✓ Overseeing the day to day operation of the School's SEND Policy.
- ✓ Co-coordinating the provision for pupils with special educational needs.
- ✓ Ensuring that an agreed, consistent approach is adopted.
- ✓ Liaising with, and advising other school staff.
- ✓ Helping staff to identify pupils with special educational needs.
- ✓ Carrying out detailed assessments and observations of pupils with specific learning problems.
- ✓ Supporting class teachers, where appropriate, in devising strategies, agreeing actions, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom.
- ✓ Liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process.
- ✓ 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.
- ✓ Analysing attendance data for pupils on the SEND Register (November, April, June). Taking appropriate follow-up action including involvement of parents, Oxfordshire County Council Attendance Team.
- ✓ Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year PIRA/PUMA, SATs, etc.
- ✓ Contributing to the in-service training of staff.
- ✓ Liaising with the SENCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other.
- ✓ Taking part in county SEND moderation.

Class teachers are responsible for:

- ✓ Including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCO for advice on assessment and strategies to support inclusion.
- ✓ Making themselves aware of the School's SEND Policy and procedures for identification, monitoring and supporting pupils with SEND.
- ✓ Giving feedback to parents of pupils with SEND.
- ✓ Monitoring attendance of pupils with SEND. Alerting the SENCO to any trends/concerns.

Teaching Assistants 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 implementing support strategies and monitoring progress toward the achievement of targets. They contribute to review meetings and help pupils with SEND to gain access to a broad and balanced curriculum.

TAs should:

Be fully aware of the School's SEND Policy and the procedures for identifying, assessing and making provision for pupils with SEND.

Use the School's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Lunch Time Supervisors are given any necessary information relating to the supervision of pupils at lunchtime. They may meet the SENCO to discuss particular support strategies and other issues for particular pupils.

A3: CO-ORDINATING AND MANAGING PROVISION

At Wootton St. Peter's CE Primary School:

- ✓ Sharing of expertise is welcomed and encouraged.
- ✓ SEND is an item on Governors Teaching & Learning meetings and reported to the Full Governors meetings throughout the year.
- ✓ The SENCO meets formally with teaching assistants regularly each term to review progress and/or deliver training.
- ✓ The SENCO ensures that regular meetings are held, normally once a term, to review targets and provision, and that parents are invited to attend in person or virtually.
- ✓ There is daily informal contact between all staff to monitor individual pupils and to discuss concerns.
- ✓ Pupils are involved as far as practicable in discussions about their desired outcomes, targets and provision.

The SENCO ensures that the following information is easily accessible to staff:

- ✓ The School's SEND Policy
- ✓ The SEND Register
- ✓ An overview of SEND provision from the school's website
- ✓ The school's internal arrangements for SEND, including a clear description of the responsibilities of all staff
- ✓ Records of all pupils identified as having SEND. Individual pupil's SEND files contain copies of the pupil's interventions, moderation descriptors and other relevant information.

A4: ADMISSION ARRANGEMENTS

Wootton St. Peter's CE 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 Local 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 Wootton St. Peter's CE Primary School:

- ✓ All teaching staff are experienced 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.
- ✓ 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 required.
- ✓ The school has disabled access, parking and suitable toilet facilities.

B Identification, Assessment and Provision

B1: ALLOCATION OF RESOURCES

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

- The base budget which covers teaching and curriculum expenses, as well as the cost of the SENCO.
- The delegated SEND budget (the SEND Index) that funds the additional support required.
- Specific funds that are allocated to pupils with Personal Education Health and Care Plans (EHC Plans) and Additional Funding for SEN Support.
- Other specific funds, for example Standards Fund allocations, Pupil Premium.

The Head teacher, SENCO and the governors of the school regularly monitor the needs of pupils with SEND. Resources are allocated according to need. The resources available include TA support, teacher time and materials, and these are dependent on the School's SEND budget. Any money allocated as part of an EHC Plan is spent according to the terms outlined in the Plan. Additional Funding for SEN Support is allocated according to the needs and provision outlined for the individual pupil. The school has a continuing commitment to purchase appropriate resources for pupils with SEND.

Wootton St. Peter's CE Primary School follows Local Authority guidance, as laid out on the County's website to ensure that all pupils' needs are met appropriately.

B2: IDENTIFICATION, ASSESSMENT AND REVIEW

The SEND Code of Practice 2014 outlines that a pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age. Quality first teaching ensures that children with additional needs received good quality teaching in whole class lessons led by their class teacher. Quality first teaching means that all children can make progress in the classroom environment.-

Categories of Special Educational Need

The SEND Code of Practice recognizes four broad areas of need: Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health, and Sensory and/or Physical.

Code of Practice Needs	Categories
Communication and Interaction	Language Autistic spectrum disorder (ASD)
Cognition and Learning	Moderate Learning difficulties Severe Learning difficulties Profound and Multiple Learning difficulties Specific learning difficulties e.g. Dyslexia, Dyscalculia, Dyspraxia.
Social, Emotional and Mental Health difficulties	Social difficulties Emotional difficulties Mental Health difficulties
Sensory and/or Physical	Hearing Visual Physical

PROVISION

At Wootton St. Peter's School, we use our best endeavors to ensure each pupil who has Special Educational needs gets the support they need. All teachers review their Pupil Progress data with the head teacher and SENCO each term, this allows staff to have a professional dialogue about all children. These meetings help us to identify pupils who need extra support to help them make good progress. Teachers and the SENCO can then plan the best resources and strategies to support individuals. These interventions and resources are recorded on a termly Provision Map.

Review

Reviews of all pupils identified with additional educational needs are normally carried out towards the end of each term (3 times a year). Pupils are fully involved. Parents are invited, but if they cannot attend, they may arrange to meet the class teacher at a later date. Normally, teaching assistants are invited to provide brief written input prior to the meeting. Provision Map data is also reviewed three times a year. Impact of interventions is analyzed along with cost effectiveness.

Annual Reviews

For pupils with EHC Plans, an Annual Review Meeting has to be held in addition to the regular termly reviews. At this meeting, consideration is given to whether the Plan should continue, and whether provision/strategies should be maintained or amended. It should set new long-term outcomes for the following year. Annual Reviews are normally held during the school day. All relevant professionals, including those who contributed to the original Plan, are invited to attend or submit a written report.

B3: CURRICULUM ACCESS AND INCLUSION

Pupils are grouped in classes according to age. As there is a wide range of ability in each class, all staff provide a creative, engaging and challenging curriculum suitable for all the pupils, to ensure access at all levels.

Provision for pupils with SEND is intended to enable them to make the greatest possible progress in the context of the National Curriculum and in their personal development. This provision includes children working 1:1 with the TA to make progress towards a specified outcome. Provision will also include group work that might take place in the classroom or in an area outside the classroom. In this way intervention groups or 1:1 intervention programs can enable children with SEN to make additional progress.

B4: NURTURE PROVISION – ELSA work

At Wootton St. Peter's CE Primary School, we believe that doing well at school is an important factor for the healthy development of children. At school, children need to be able to cope with many situations. They try out and learn new skills, cope with change, face problems, make and keep friends, care about other people, know when things are right and wrong, and make positive choices.

The school's Emotional Literacy Support Assistant facilitates nurture support for children throughout the school. The ELSA works to support children with needs around anxiety, recognizing and understanding their emotions and social communication and interaction needs. This support is delivered 1:1 with individual pupils, but more often as a small group. The school's ELSA also works with whole class groups to ensure that all children have guidance and support with feelings, emotions and wellbeing.

B5: ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

At Wootton St. Peter's CE Primary School, we:

- ✓ Recognize the child's mother tongue - this doesn't mean they have 'no' language, they have a different language/s.
- ✓ Value cultural differences and foster a range of individual identities.
- ✓ Boost pupils' self-esteem - remember, they have the potential to become bilingual adults.
- ✓ Understand it takes time to become fluent in an additional language, with a good command of the range of language needed for academic success.
- ✓ Accept that literacy in a home or community language can support English literacy - there are cultural, social and technical variations in literacy in different contexts.

Identifying Pupils' Strengths:

- ✓ Pupils from other language backgrounds have a wide variety of cultural, linguistic and educational experiences.
- ✓ We recognise the cultural differences brought by the pupil to the class as a bonus and use this in our teaching.

Expectations

As a school we have high expectations of all pupils and expect pupils to contribute to discussions giving more than one-word answers. Most bilingual pupils are capable of high achievement, even when they are beginners in English. The literacy goals in English are the same for all pupils; many bilingual pupils will also become literate in one or more other languages. The process of becoming literate in either a first or an additional language has both similarities and differences and we understand that knowledge of the

particular features of the child's mother tongue can help.

Through our Teaching and Learning Strategies we aim to:

- ✓ Ensure that EAL pupils are set appropriate and challenging learning objective.
- ✓ Recognise that EAL pupils need more time to process answers.
- ✓ Talk about language and literacy with peers and adults as this is essential - it helps pupils to use their home language when talking about literacy, even when their goal is literacy in English.
- ✓ Allow pupils to use their mother tongue to explore concepts.
- ✓ Give newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand much more English than they use - this will pass if their self-confidence is maintained).
- ✓ Group children - to ensure that EAL pupils hear good models of English, wherever possible, they should be grouped with higher-attaining children when oral work is being undertaken.
- ✓ Bilingual support from either fellow professionals or from volunteers (such as parents) is invaluable in supporting pupils learning EAL, to ensure that they understand the concepts and vocabulary.

B6: EVALUATING SUCCESS

- ✓ The success of the School's SEN Policy and provision is evaluated through:
- ✓ Monitoring of classroom practice by the SENCO and subject coordinators.
- ✓ Analysis of pupil tracking data and test results:
 - for individual pupils
 - for cohorts
- ✓ Termly monitoring of procedures and practice by the SEND Governor.
- ✓ The Governors' Annual Report to parents, which contains the required information about the implementation and success of the SEND Policy.
- ✓ 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.
- ✓ Visits from Local Authority personnel and OFSTED inspection arrangements, which also enable us to evaluate the success of our provision.
- ✓ Frequent meetings of parents and staff, both formal and informal, to plan strategies and targets, revise provision and celebrate success.

B7: ARRANGEMENTS FOR COMPLAINTS

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with their child's class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCO. For a problem that might need time to explore fully, parents/carers should make an appointment rather than rushing the discussion early in the morning before school.

In the event of a formal complaint parents are advised to contact the Head teacher or

a governor, if they prefer. [The Oxfordshire Parent Partnership Service SENDIASS](#) is available to offer advice.

C Partnership Within and Beyond

the School C1: PARTNERSHIP WITH

PARENTS

The staff at Wootton St. Peter's CE Primary School will continue to promote links between home and school, and encourage parents to be partners in the education process. Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parent consultation meetings are held two times a year in the Autumn and Spring terms. Parents are welcome to make an appointment with class teachers in the Summer term following the receipt of the annual school report. Parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or SENCO.

SENDIASS Oxfordshire offers informed and impartial support to parents/ carers of children with Special Educational Needs and/or Disabilities (SEND), and children and young people with SEND in a variety of ways including:

Impartial Information

Independent Parental

Supporters

Independent

Supporters

DROP-IN Talking

points POP IN an

open door policy

SEN Information Roadshows and Training

events. They can be contacted by phone on

01865 810516 Text 07786 524294

sendiass@oxfordshire.gov.uk

www.oxfordshire.gov.uk/sendias

A guide to the Local Offer for SEND provision in Oxfordshire is available in school, plus the School's SEND Policy, information about the Code of Practice, the SEND Tribunal and how to contact the Local Authority. Parents are welcome to request any of these publications.

C2: THE VOICE OF THE CHILD

All pupils should be involved in making decisions where possible right from the start of their education.

The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter.

Confident young pupils, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the school years.

At Wootton St. Peter's CE Primary School, we encourage pupils to participate in their

learning by:

- ✓ Contributing to reviews and target setting by sharing their desired outcomes (formally or informally).
- ✓ Talking to TAs and teachers about their learning.
- ✓ Class and individual reward systems.

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. Pupils at the school are supported by: The Speech and Language Therapy Service, The SEN Support Service (SENS) this includes advisory teachers for Communication and Interaction – this includes supporting pupils with Autism Spectrum Condition. SENS also supports children with Physical Disabilities including children with Hearing and Sight impairment. The school can refer pupils to the Occupational Therapy service and Physiotherapy Service. The school also accesses advice and assessment for individual pupils from the Educational Psychology Service and the Advisory Team for Inclusion (OXIT). We are committed to using the expertise and advice provided by other professionals.

C4: LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS

Transfer and links with other schools

- ✓ SEND action records are transferred following county procedures.
- ✓ There are opportunities for all pupils to visit their prospective Secondary School prior to transfer day.
- ✓ Pupils with SEND are offered additional visits, if required, so that they will become more confident in the new situation.
- ✓ Representatives from local secondary schools are available for consultation before the time for transfer.
- ✓ For pupils with an EHC Plan of SEND, the pupil's statement is amended by 15 February of the year of transfer. It must be amended in the light of the recommendations of the annual review in Year 5, the parents' views and preferences and the response to consultation by the Local Authority with the schools concerned.
- ✓ The SENCO of the receiving school, where possible, attends the final annual review of Year 6 pupils with an EHC Plan for whom the particular school has been named.

Transfer within the School

- ✓ Teachers liaise closely when pupils transfer to another class within the school.
- ✓ Meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress.
- ✓ There are close links between the school and the pre-school; the pre-school leader meets teaching staff to discuss pupils with SEND when they are about to start school.

C5: STAFF DEVELOPMENT AND APPRAISAL

- ✓ The school is committed to developing expertise in the area of SEND.
- ✓ There are regular training sessions for teachers and TAs
- ✓ The SENCO attends the partnership SENCO support group termly meeting.

- ✓ Whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school.
- ✓ Reading and discussion of documentation, and SENCO/teacher meetings are considered to be part of staff development, as well as a time to share information.
- ✓ The SENCO and other staff attend County meetings and INSET when relevant.
- ✓ Newly appointed teaching and support staff meet the SENCO to discuss SEND procedures in the school. New teachers meet with the head teacher /SENCO in the first term to discuss the School's approach to SEND identification and provision, and to discuss the class need.

The full Governing Body reviews this policy annually.