



Wychwood Church of England  
Primary School

## Shine as Lights in the World- Philippians 2.15

At Wychwood we aspire to shine as lights in the world, fostering a life-long love for learning. Building a strong community through loving relationships, together we are curious about the world with an understanding of our responsibility to care for it and in doing so promoting respect for people and the planet.

## Special Educational Needs and Disability Policy

### A School Arrangements

AI: 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 if she or he:

- 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 educational facilities of a kind generally provided for others of the same age in mainstream schools

Aims and objectives:

At Wychwood CE Primary School we 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 and independent individuals.

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We aim to:

- Ensure that our curriculum is responsive to all children whatever their individual need.
- Promote positive attitudes and individual confidence, ensuring all children experience success.
- Identify, assess, record, and regularly review pupils' special educational needs and progress.
- Involve parents/carers 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 SEN is a matter for the school as a whole.

### Governors

The governing body, together with the Headteacher, have a legal responsibility for overseeing all aspects of the school, including provision for pupils with 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, with the Headteacher and SENCo, of the provision for children with special needs and implementation of the policy within the school.

### Headteacher

The Headteacher has overall responsibility for the management of provision for children with special educational needs and keeps the governing body fully informed and works closely with the SENCo.

### Special Educational Needs Co-ordinator (SENCo)

The Special Educational Needs Co-ordinator (SENCo) is responsible for: (Mrs Rachel Statford)

- Overseeing the day to day operation of the School's SEN Policy
- Co-ordinating the provision for pupils with SEN
- Helping staff to identify pupils with special educational needs, assessing and planning for progress
- Maintaining the School's special needs register
- Advising on a graduated approach to providing SEN support, liaising with and advising other members of staff 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

- Monitoring and evaluation of progress of pupils with SEN through the use of existing school assessment information
- Liaising with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process
- Being a key point of contact with external agencies, especially the local authority and its support agencies
- Supporting the professional development of staff
- Managing SEN TAs (with class teachers)
- Regularly liaising with the governors' representative

### Class teachers and Teaching Assistants

Class teachers are involved in the development of the school's SEN policy and implement the procedures for identifying and making provision for pupils with SEN, including planning for differentiation. The identification of SEN 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 away from the main class. Teachers work closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

### A3: CO-ORDINATING AND MANAGING PROVISION

The Headteacher and SENCo meet frequently to discuss SEN issues. The SENCo meets with class teachers regularly to give support and advice. SEN policy and provision are discussed regularly at both staff and leadership meetings in order to raise the achievement of children with SEN. Special needs provision is an integral part of the School Development Plan. The SENCo oversees the provision using provision mapping. The SENCo and Senior Leaders meet with the Teaching Assistants to review progress and give advice. SEN is an item on termly staff meeting agendas. There is daily informal contact between all staff to monitor individual pupils and to discuss concerns.

Parents/Carers are kept informed by class teachers and are encouraged to be involved with the support of their child whenever possible. The SENCo also liaises with parents and pupils with statements and Education, Health and Care Plans where an annual review is held with the SENCo. Where there is a concern that parents need extra support, the TAF/TAC/EHA process would be used to identify areas for change and to engage support from other professionals.

### A4: ADMISSION ARRANGEMENTS

Wychwood 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 a child's development. All pupils are welcome, including those with SEN, in accordance with the Local

Authority Admissions policy. If a parent wishes to have mainstream provision for a child with a statement or Education, Health Care Plan the Local Authority must provide a place 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

At Wychwood CE Primary School:

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 learning difficulties/disabilities and should any specialist advice be required, this will be arranged. Additional training for teachers and TAs is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil. The training needs of the staff are reviewed as part of the CPD process.

The school has access for wheelchairs. Suitable toilet facilities are available. Where a child has a disability the SENCo and class teachers make sure that all adults are informed about effective management strategies and other children are made aware as appropriate.

## **B: Identification, Assessment and Provision**

### BI: ALLOCATION OF RESOURCES

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

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

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 educational provision from their core funding. The Local Authority may provide top-up funding.

### B2: IDENTIFICATION, ASSESSMENT AND REVIEW



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The progress of the 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. All those working with children are alert to emerging difficulties and respond early. In deciding whether to make special educational provision, the Headteacher and SENCo consider all the information gathered from within the school about the pupil's progress.

Where more specific assessment is deemed to be necessary, this will be carried out by the SENCo, who may then involve other professionals from outside the school. When a child is identified as needing SEN support, 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). The LA guidance is used as a guide for the identification, assessment and provision for SEN, and the forms provided are used for record keeping. 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 a differentiated curriculum
- Low achievement in the National Curriculum i.e. significantly below the expected level for their age
- Requiring greater attention in class due to behavioural /mental health/learning difficulties
- Requiring specialist material/equipment or support for sensory/physical difficulties

The SENCo and the class teacher, along 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.

Reviews of all pupils identified with additional educational needs are normally carried out 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. In some cases, teaching assistants are invited to provide brief written input prior to the meeting.

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 the SEN support.

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.

### Categories of Special Educational Need

The SEN Code of Practice recognises four broad areas of need, but individual pupils may well have needs with span two or more areas:

Communication and interaction	Speech, Language and Communication needs Autistic spectrum disorder (ASD)
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, 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 coordinated 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

Wychwood CE Primary School strives to be an inclusive school, engendering a sense of community and belonging through its:

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

### B4: MENTAL HEALTH SUPPORT

At Wychwood CE Primary we believe that doing well at school is an important factor for the healthy development of children. We extend our range of



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intervention programmes to include Zones of Regulation, Social Story groups and specifically tailored support depending on the needs of each child. This is mostly delivered by school staff but at times we call on the expertise of additional agencies to deliver specific support in school.

## B5: EVALUATING SUCCESS

The success of the School's SEN Policy and provision is evaluated through:

- Monitoring of classroom practice by the SENCO and phase/subject leaders
- Analysis of pupil tracking data and test results: for individual pupils and for cohorts
- Value-added data for pupils on the SEN Register
- Monitoring of procedures and practice by the SEN governor three times a year
- School self-evaluation
- Monitoring the quality of pupil profiles and review meetings
- Comments from pupils themselves
- The School Development Plan
- Provision map data is also reviewed three times a year. Impact of interventions is analysed along with cost effectiveness.

## B6: ARRANGEMENTS FOR COMPLAINTS

If a parent or guardian is concerned about SEN 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 SENCo, to discuss the concern. Parents can request an appointment by contacting the school office. The Parent Partnership Service is available to support parents in meetings concerning their child's progress and welfare. In the event of a formal complaint, parents should follow the procedure in the school's complaints policy which can be found on the school website.

## C: Partnership Within and Beyond the School

### CI: PARTNERSHIP WITH PARENTS

The staff at Wychwood 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. 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



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strengths at Pupil Profile Review meetings. Parents are involved in the early identification of their child's needs and are always part of the review process to monitor provision and progress. Whenever possible, parents are involved in any strategies instigated, and we aim to support parents with their child's difficulties if necessary. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. Information about SENDIASS Oxfordshire 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.

A guide to the Local Offer for SEND provision in Oxfordshire is available on the school website, plus the School's SEND Policy, and the School Offer.

## C2: THE VOICE OF THE CHILD

All pupils should be involved in making decisions where possible right from the start of their education. At Wychwood we encourage pupils to participate in their learning by being present for at least part of Pupil Profile review meetings, depending on their level of maturity, to share their wishes and feelings with families and staff. 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. Pupils are encouraged to take part in the reviews and be part of the evaluation of their successes and needs.

## C3: LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

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

## C4: TRANSFER ARRANGEMENTS

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

Transfer and links with other schools:

- SEN records are transferred following county procedures
- There are opportunities for all pupils to visit their prospective Secondary School



- Pupils with SEN 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
- The SENCO of the receiving school, where possible, attends the annual review of Year 6 pupils with EHCPs for whom the particular school has been named.
- Representatives from Secondary Schools visit our school to meet parents and children before transfer.

#### C5: STAFF DEVELOPMENT AND APPRAISAL

The school is committed to developing expertise in the area of SEN. Current training includes school based whole school INSET, training sessions for TAs, SENCo and TA meetings, attendance at county meetings and the reading and discussion of documents on SEN.

#### C6: MONITORING AND REVIEW

The implementation of this policy will be evaluated by the SENCo each term through the monitoring of classroom practice and delivery of interventions. Three times a year the SENCo will meet with the SEN Governor to review the impact of the SEN policy and report to the Governing body annually through the SEN Information Report.

Date Approved by Governors- January 2024

Date of Next Review- January 2025



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