



ENSTONE PRIMARY SCHOOL

SEND Policy

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A School Arrangements

1 DEFINITION AND AIMS

Definition

A pupil has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision. This means a significantly greater difficulty in learning than most pupils of the same age, or a disability which prevents or hinders use of facilities generally provided for others of the same age in mainstream schools. Special educational provision is additional to or different from provision made generally for pupils of the same age (Children and Families Act 2014). A disability under the Equality Act 2010 does not always mean a pupil has SEN. We assess each pupil's needs and make reasonable adjustments for disabled pupils whether or not they are on the SEN register. This policy should be read with the separate Inclusion Strategy, Accessibility Plan, Supporting Pupils with Medical Conditions Policy and the school's SEN Information Report.

Aims

We at Enstone Primary School 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. Enstone 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
- to promote individual confidence and a positive attitude
- to ensure all pupils with SEN receive appropriate provision and access to a broad and balanced curriculum, with teaching adapted to their needs and progress reviewed regularly
- to enable pupils with SEN and disabilities to take part in all aspects of school life, with reasonable adjustments where required
- to identify, assess, record, and regularly review pupils' progress and needs
- to involve parents/carers and pupils in planning and supporting at all stages of their development
- to work collaboratively with parents/carers, other professionals and support services including SENSS and CAMHS.
- to ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

A2 ROLES AND RESPONSIBILITIES

Provision for pupils with SEN is a responsibility of the school as a whole. The class teacher remains responsible and accountable for the progress and development of pupils in their class, including where pupils receive support from teaching assistants or specialist staff. All staff follow the school's procedures for identifying, assessing and responding to need.

Class teachers are responsible for:

- the progress of all pupils in their class, including those with SEN; adapting teaching and seeking advice from the SENDCo when needed
- planning and overseeing support and interventions, assessing their impact and linking them to classroom teaching

- making themselves aware of the school's SEND Policy and procedures for identification, monitoring and supporting pupils with SEND
- meeting parents or carers of pupils receiving SEN support at least three times a year to review progress, outcomes and provision, with the pupil involved as appropriate.

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 co-ordinator
- the deployment of all personnel within the school
- The headteacher has overall responsibility for monitoring implementation of this policy and reporting to governors on the quality and impact of SEN provision.

The **special educational needs co-ordinator** (SENDCo) is responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating the provision for pupils with SEND
- advising on the graduated approach of assess, plan, do and review and on effective classroom provision
- liaising with the Designated Teacher where a looked after pupil has SEND
- advising on the deployment of the school's notional SEN budget and other resources to meet pupils' needs effectively
- helping staff to identify pupils with SEND
- supporting class teachers in devising strategies, planning interventions, monitoring impact of interventions, agreeing outcomes 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
- ensuring that teachers are liaising with parents/carers 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 early years providers, other schools, outside agencies, health and social care professionals and independent and voluntary bodies
- maintaining accurate and appropriately shared SEN records, including agreed outcomes, provision and reviews
- 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 tests, SATs, etc
- contributing to the in-service training of staff
- liaising with the SENDCos in receiving schools and/or other primary schools to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

At Enstone Primary School our SEND Coordinator is Mrs Sarah Mann (Headteacher).

Teaching Assistants

- should be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- should use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.
- should work as part of a team with the SENDCo and the teachers, supporting pupils' individual needs, and the effective inclusion of pupils with SEND.
- should be given any necessary information relating to the supervision of SEND pupils at lunchtime.

The governing body, working with the headteacher, determines and oversees the school's SEN policy and provision. A named governor takes a particular interest in SEN. The governing body also oversees the separate SEN Information Report, which is published and reviewed at least annually on the school website.

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 SEN are enabled to participate in school activities alongside their peers, with reasonable adjustments and appropriate support
- the school has regard to the statutory SEND Code of Practice: 0 to 25 years (January 2015)
- parents or carers are formally informed when the school decides to make SEN support 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
- the quality of SEND provision is regularly monitored.

A3 CO-ORDINATING AND MANAGING PROVISION

At Enstone Primary School:

- sharing of expertise is welcomed and encouraged
- SEND provision is an embedded part of the school development plan
- SEND is a regular item on staff meeting agendas or the main item of a meeting
- the SENDCo meets regularly with teachers and TAs
- the SENDCo supports at least termly reviews of SEN support, with parents or carers and pupils involved, and class teachers retain responsibility for the teaching and review of their pupils
- there is regular informal contact between all staff to monitor individual pupils and to discuss concerns
- pupils are involved in discussions about their targets and provision, insofar as they are able to do this
- the SENDCo ensures that the following information is easily accessible to staff:
 - the school's SEND policy
 - the SEND register
 - the current SEN Information Report and related school policies published on the school website

- current Oxfordshire SEND guidance and Local Offer resources.

A4 ADMISSION ARRANGEMENTS

Admissions are managed in line with Oxfordshire's published admissions arrangements and the Children and Families Act 2014. The school welcomes pupils with SEN and disabilities and does not discriminate in admission arrangements. Where an EHC plan names the school, the pupil must be admitted. The local authority manages the statutory consultation and naming process for EHC plans, including the legal tests for any exception. The school works with families and the local authority to plan appropriate support and transition. Primary School

A5 SPECIALISMS AND SPECIAL FACILITIES

At Enstone Primary School:

- teaching staff have experience of teaching a range of 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
- adapted teaching, resources, assistive technology and reasonable adjustments are used as needed to support access to the curriculum
- 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 as required
- physical access and facilities are reviewed against individual needs and the school Accessibility Plan; families should discuss specific access requirements with the school
- we have an Accessibility Plan to minimise barriers to physical and curriculum access and access to information.
- the school has robust systems and policies in place for the safeguarding of all children, including those who may be particularly vulnerable.

B Identification and Assessment and Provision

B1 ALLOCATION OF RESOURCES

Funding for pupils with SEN comprises the school's core funding, a notional SEN budget and, where applicable, additional high-needs funding arranged by the local authority.

- The school uses its available resources to make appropriate provision, including teaching, specialist advice, staff time and equipment.
- The headteacher and SENDCo advise governors on the deployment and impact of resources.
- Where a pupil has an EHC plan, the school works with the local authority to secure the special educational provision specified in that plan.

Resources are allocated according to assessed need and reviewed for impact. Decisions about provision are guided by pupils' needs and the school's statutory duties, not solely by a fixed budget allocation.

The school has regard to current Oxfordshire SEND guidance alongside the statutory SEND Code of Practice.

B2 IDENTIFICATION, ASSESSMENT AND REVIEW

The SEND Code of Practice: 0 to 25 years (January 2015) sets out a graduated approach. Where a pupil is identified as having SEN, support follows a cycle of assess, plan, do and review. A pupil does not need a diagnosis or an EHC plan before appropriate support or reasonable adjustments begin.

Slow progress or low attainment alone does not necessarily mean a pupil has SEN; equally, attainment in line with age expectations does not rule out SEN.

There are two main levels of SEN provision: SEN support and provision through an Education, Health and Care (EHC) plan.

Class teachers identify concerns early using classroom assessment, observation, discussion with the pupil and parents or carers, and, where appropriate, specialist advice. The SENDCo advises on whether provision additional to or different from ordinarily available teaching is needed. The decision to place a pupil on the SEN register is recorded and parents or carers are informed. Pupil Profiles record needs, strengths, outcomes, provision and review evidence; relevant staff have appropriate access to the information they need.

Categories of Special Educational Need

The Code identifies four broad areas of need: communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs. These areas guide assessment and do not define or limit a pupil. A pupil may have needs across more than one area.

Broad area	Examples of needs
Communication and interaction	Speech, language and communication; autism
Cognition and learning	Learning difficulties; specific learning difficulties
Social, emotional and mental health	Social, emotional and mental health needs
Sensory and/or physical	Hearing, vision and physical needs

Levels of Provision

SEND Support

Assess: the class teacher, supported by the SENDCo, draws together assessment information and the pupil's and family's views. Plan: teacher, parents or carers and pupil agree outcomes, provision, responsibilities and a review date. Do: the class teacher remains responsible for teaching and works with support staff to deliver the plan. Review: progress and the impact of support are evaluated at least termly, with provision adjusted or specialist advice sought as needed. Parents or carers are formally informed when SEN support begins and are invited to meet the teacher at least three times a year. The school seeks parental agreement and shares information appropriately before non-emergency referrals to external services.

Education, Health and Care Plan

An EHC needs assessment may be requested by the school or parent or carer when the pupil's needs may require provision through an EHC plan. The local authority decides whether to assess and whether to issue a plan, taking account of the statutory criteria and advice gathered. Where a plan is issued and the school is named, the school makes arrangements to deliver the special educational provision specified in it, working with the local authority and relevant professionals. The class teacher and SENDCo monitor day-to-day progress and review support through the school's normal cycle.

Parents/carers are encouraged to attend reviews and to play a full part throughout the process.

Review

Pupils receiving SEN support have their outcomes and provision reviewed at least termly. Parents or carers and pupils are invited to contribute in ways that work for them; views, decisions and next steps are recorded and shared.

Annual Reviews

EHC plans are reviewed at least annually. The school arranges the review meeting on behalf of the local authority, gathers the pupil's and parents' or carers' views and relevant professional advice, and sends its recommendations to the local authority. The local authority decides whether to maintain, amend or cease the plan. SEN support and classroom provision continue to be reviewed between annual reviews.

B3 CURRICULUM ACCESS AND INCLUSION

Teachers adapt teaching and the learning environment to support pupils in their mixed-age classes. The separate Inclusion Strategy sets out the school's wider approach; this policy describes how SEN is identified, planned for and reviewed.

Pupils with SEN participate in classroom learning and wider school activities with appropriate support and reasonable adjustments. Short individual or small-group interventions may be used where assessment shows they are helpful; these have clear outcomes, are reviewed for impact and remain linked to classroom teaching.

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.

B4 EVALUATING SUCCESS

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

- monitoring of classroom practice by the SENDCo and subject co-ordinators
- analysis of pupil tracking data and test results:
 - for individual pupils
 - for cohorts
- regular monitoring of procedures and practice by the SEND governor
- the School Development Plan, which is used for monitoring provision in the school
- visits from LA personnel and OFSTED inspection arrangements, which also enable us to evaluate the success of our provision
- frequent meetings of parents/carers and staff, both formal and informal, to plan assess and review provision and celebrate success.
- Pupil voice exercises.

B5. ARRANGEMENTS FOR COMPLAINTS

Parents or carers with a concern about SEN provision should discuss it with the class teacher first, or the SENDCo if they prefer. If the concern is unresolved, they may speak to the headteacher and use the school's published complaints procedure. Complaints about local authority decisions on an EHC needs assessment or plan follow the relevant local authority routes; SENDIASS Oxfordshire can offer impartial information and support.

The school's complaints procedure and Oxfordshire SEND Local Offer explain the available routes for complaints, disagreement resolution and mediation.

C Partnership Within and Beyond the School

C1 PARTNERSHIP WITH PARENTS/CARERS

The staff at Enstone Primary School will continue to forge home/school links and encourage parents/carers to be partners in the education process. Parents/carers 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/carers 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/carers have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parents or carers of pupils receiving SEN support meet with the class teacher at least three times a year and may request further discussions with the teacher or SENDCo. The school will consider reasonable communication support, including interpreting where needed, so families can participate fully.

SENDIASS Oxfordshire provides free, impartial information, advice and support to children and young people with SEND and their parents or carers. Current contact details are published at <https://www.oxfordshire.gov.uk/contactus/contact-sendiass>.

Oxfordshire's SEND Local Offer provides information about services and support: <https://www.oxfordshire.gov.uk/children-and-families/oxfordshire-send-local-offer>

[The school publishes a separate SEN Information Report on its website and reviews it at least annually. This policy describes the school's principles and processes; the report gives current, school-specific details of provision and arrangements.](#)

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 pupils, who know that their opinions will be valued and who can practice making choices, will be more secure and effective learners throughout their schooling.

In Enstone Primary School, we encourage pupils to participate in their learning by:

- contributing to reviews
- talking to teachers and TAs about their learning
- class and individual incentive/reward systems

C3 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The school works with relevant education, health and social care professionals as needed, including Oxfordshire SEND support services, educational psychology, speech and language therapy, occupational therapy and other specialist services. Advice informs the pupil's provision and is reviewed for impact. Families are involved in decisions about referrals and support.

C4 LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS

Transfer and links with other schools

- SEND records are transferred following county procedures
- there are opportunities for all pupils to visit their prospective Secondary School
- pupils with SEND are given 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 transferring to secondary school, the school contributes to a timely phase-transfer review and provides information for the local authority, which must review and amend the plan by 15 February in the calendar year of transfer
- the receiving school's SENDCo is invited to contribute to transition planning and, where appropriate, attend a review.
- Representatives from secondary schools visit our school to meet pupils before transfer.

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
- the Foundation Stage teachers liaise with pre-school settings and staff to discuss pupils with SEND when they are about to start school

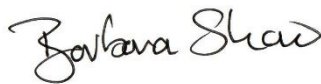
C5 STAFF DEVELOPMENT AND APPRAISAL

- the school is committed to constantly improving and updating expertise in SEND
- the SENDCo attends the partnership SENDCo support group meetings and county briefings termly
- whole staff in-service training sessions are arranged as appropriate, in response to established or evolving needs
- reading and discussion of documentation, and SENDCo/teacher meetings are considered to be part of staff development, as well as a time to share information
- the SENDCo and other staff attend, partnership and LA meetings and INSET when relevant
- newly appointed teaching and support staff meet the SENDCo to discuss SEND procedures in the school.

Date Adopted: September 2026

Review Date: September 2027

Signature of Chair of Governors:



Signature of Headteacher:

