

# Watlington Primary School

## SEND policy

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January 2026

Next due review: **Jan 2028 – Cycle C**

Signed: *Gemma Sterjo* Headteacher Date: March 2026

Policy has been adopted / reviewed by Governing Body:

Signed: *Mat Van De Pette* Chair of Governors Date: March 2026

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## POLICY FORMATION AND REVIEW

This policy reflects the expectations and guidelines of the Special Educational Needs and Disabilities Code of Practice 2014. It also reflects the Acer Trust Special Needs Statement.

The staff and governors at Watlington 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 and develop the skills and aptitudes they require to enable them to make their way as lifelong learners.

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 English, Maths and Science tracking sheets, SATs at the end of KS1 and KS2 as well as NFER tests at three points each year
- Feedback from parents at review meetings and at parent - teacher consultation meetings
- Internal analysis of SEND journals
- Discussion with pupils
- Discussion with teachers and teaching assistants
- Evaluation by outside agencies involved with the school, including the LA and OFSTED

## A: School arrangements

### A1: Definition and aims

At Watlington, we are a child centered, caring and motivational school. We support each other in a spirit of openness and inclusivity. We work with integrity to ensure all children have the skills they need to achieve their ambitions.

The Governors and staff at Watlington Primary School believe that each child has individual and unique needs. We create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident, independent individuals.

We aim to:

- Ensure that all pupils, whatever their special educational needs, receive high quality educational provision through a broad, balanced and creative curriculum that is relevant and adapted, and that demonstrates coherence and progression in learning.
- Promote positive attitudes and individual confidence, ensuring all children experience success.
- Identify, assess, record, and regularly review pupils' progress and needs, recognising the importance of early identification.
- Identify, assess, record and regularly review pupils' special educational needs.
- Develop close partnerships with families so that their knowledge, views and experience can be included in planning and supporting their child's development.
- Work collaboratively with parents, other professionals and support services to ensure that the responsibility held by all staff and governors for SEND is implemented and maintained and this is reviewed on a regular basis.

### 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 pupil
- 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 **Headteacher** 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 Co-ordinator.
- The deployment of all special educational needs personnel within the school.
- She 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 Coordinator** is Arrabella Doran. She works closely with all staff, the Headteacher, parents and outside agencies ensuring the best possible provision for children with special educational needs.

She is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with SEND
- Ensuring the involvement of parents and guardians from an early stage and liaising with parents of pupils with SEND
- Advising on a graduated approach to providing SEND support, liaising with and advising other members of staff
- Helping to identify children with special educational needs, assessing and planning for progress
- Maintaining the school's special needs register and SEND records
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with early years providers, other schools, educational psychologists, health and care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support agencies
- Liaising with potential and next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Managing teaching assistants, in liaison with Key Stage staff
- Supporting the professional development of teaching assistants
- Regularly liaising with the governors' representative
- Report annually to governors and provide an annual School Information and Inclusion Report.

**Class teachers** are responsible for:

- Including pupils with SEND in the classroom, and for providing an appropriately adapted curriculum. They can draw on the SENDCo 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 SENDCo to any trends/concerns.

**Teaching Assistants** work as part of a team with the SENDCo 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.

### A3: Co-ordinating and managing provision

The Headteacher and SENDCo meet frequently to discuss SEND issues.

The SENDCo meets with class teachers to give support and advice. SEND policy and provision are discussed regularly at staff meetings in order to raise the achievement of children with SEND. Special needs provision is an integral part of the School Development Plan. The SENDCo oversees the provision using provision mapping.

Parents/guardians are kept informed by class teachers and are encouraged to be involved in the support of their child whenever possible. The SENDCo liaises with parents and pupils with Education, Health and Care Plans and leads the annual reviews. Where there is a concern that parents need extra support, the staff would support through the Early Help Assessment (EHA) process. Through this we identify areas for change and engage support from other professionals.

### A4: Admissions arrangements

Watlington 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 special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), the school will admit a child with a statement or Education, Health and Care Plan subject to the wishes of their parent unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

### A5: Specialisms and Special Facilities

At Watlington 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 SEN in three main ways:

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

The headteacher, SENDCo 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 SEN budget. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting statement of SEN. The school has a continuing commitment to purchase appropriate resources for pupils with SEN.

Watlington Primary school, as part of normal budget planning, has a strategic approach to using resources to support the progress of pupils with SEN. Watlington provides additional support up to the nationally prescribed threshold per pupil per year. Where the cost of special educational provision required to meet the needs of an individual pupil exceeds this threshold, schools are not expected to meet the full costs of more expensive special educational provision from their core funding. The Local Authority may provide top-up funding. Schools have to apply for this additional funding as part of the EHCP process/assessment. This has to be agreed by a panel and submitted to our SEN Officer.

### **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. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

#### **Categories of SEND**

The SEN Code of Practice recognises four broad areas of need but individual pupils may well have needs which span two or more areas. For example, a pupil with general learning difficulties may also have communication difficulties or a sensory impairment:

Code of Practice needs	Categories
Communication and interaction	Speech, Language & Communication needs Autistic Spectrum Condition (ASC) including Aspergers and Autism
Cognition and learning	Learning difficulties

	Specific learning difficulties e.g. Dyslexia, Dyscalculia
Social, emotional and mental health difficulties	Behaviour reflecting underlying mental health difficulties, e.g. anxiety, depression. Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder.
Sensory and/or physical	Hearing impairment Visual impairment Physical disability Multi-sensory impairment DCD

### **Provision**

At Watlington Primary School, we use our best endeavours to ensure each pupil who has Special Educational needs gets the support they need. All teachers review their SEND journal data with the headteacher and SENDCo 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 SENDCo 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. Where necessary, 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 analysed 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**

Watlington strives to be an inclusive school, engendering a sense of community and belonging. All staff provide a creative, engaging and challenging curriculum suitable for all the pupils, to ensure access at all levels. Any pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a pupil sensitively, to work individually with a TA or the SENDCo in order to acquire, reinforce or extend skills more effectively. For some pupils, withdrawal sessions may be used to improve motor skills or application, or to give support in a particular area, for example spelling. Withdrawal programmes are normally time limited and criteria for inclusion in such programmes are clearly specified. 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: Nurture group provision**

At Watlington Primary, 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. To meet the needs of these children, we extended our range of intervention programmes to include Nurture groups.

Nurture groups provide a small and emotionally secure, supportive environment where each child is valued, understood and has their emotional and social needs met appropriately. Groups meet once a week with the same ELSA trained Teaching Assistant, enabling children to build trust and confidence with the adult and with their peer group.

#### **B5: Evaluating success**

Parents/guardians, staff and pupils meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success.

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

- Monitoring of classroom practice by SENDCo and subject coordinators
- Analysis of pupil tracking data and test results
- Value-added data for pupils on the SEN register
- Monitoring of procedures and practice by the SEN governor
- School self-evaluation
- Monitoring the quality of SEND journals and review meetings
- The School Improvement Plan

#### **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 SENDCo, to discuss the concern. Parents can request an appointment with the Headteacher directly. Special Educational Needs and Disabilities Advice and Support Services (SENDIASS) is available to support parents in meetings concerning their child's progress and welfare.

<https://www.oxfordshire.gov.uk/contactus/contact-sendiass>

In the event of a formal complaint concerning SEN provision, parents/guardians are advised to contact the Headteacher and follow the Oxfordshire LA procedure in the first instance. Parents may also contact the Governing Body. Government publications regarding parents' rights are available in school.

### **C: Partnership within and beyond the school**

#### **C1: Partnership with parents**

Watlington believes that good communication between parents/guardians and staff is essential so that parents can share their knowledge and expertise about their child. This is important in enabling children with special educational needs to achieve their potential. Parents are always welcome to visit the school to discuss any concerns about their child with the class teacher, at a mutually agreed

time. There is opportunity for parents to discuss their child's needs, progress and strengths at Parents Evenings and Special Needs Review meetings. Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress. Wherever possible, parents are involved in any strategies instigated, and we aim to support parents with their child's difficulties if necessary. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour.

### **C2: The voice of the child**

All children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. At Watlington, we encourage pupils to participate in their learning by being present for at least part of 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.

### **C3: Links with other agencies, organisations and support services**

Watlington Primary is able to call upon the expertise of a wide range of education, health and social services. 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, and information about strategies already in use. The SENDCo holds contact addresses and request forms for other agencies and support services.

### **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 plan 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 SENDCo 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

### **C5: Staff development**

Current training includes school-based whole school INSET, training sessions for TAs and lunchtime supervisors, attendance at County meetings and the reading and discussion of documents on SEN. Staff meetings are arranged to respond to the particular needs of the school.

### **Policy development and Review**

This policy was written by Arrabella Doran, Co-ordinator for Inclusion and SEND, in consultation with Gemma Sterjo, Headteacher, based on the Local Authority Model Policy for SEND and reflecting the Special Educational Needs and Disabilities Code of Practice 2014. The Curriculum Committee of the Governing Body reviews this policy annually.