Special Educational Needs and Disability (SEND) Policy

Approved by:	**Full Governing Body**
Date:	**November 2025**
Next review due by:	**November 2026**

RATIONALE

St. Leonard's CE Primary School is a community that works together, welcoming all children and their families. Everyone is treated with fairness, respect and equality.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEND Code of Practice together with the Equality Act 2010.

OFSTED INSPECTION FRAMEWORK

This policy reflects the requirements of the Ofsted Education Inspection Framework (November 2025), which includes 'Inclusion' as a key evaluation area. Ofsted inspects how well schools identify and support pupils with SEND, including:

- Setting high expectations for all pupils with SEND
- Embedding a culture where early and accurate assessment of pupils' needs is prioritised
- Using assessment information to implement a continuous cycle of planning, actions and review
- Involving specialists when necessary
- Working closely with pupils, parents, and professionals
- Ensuring the SENCo has appropriate authority within the leadership structure

Inclusion is a thread running through all evaluation areas, meaning our SEND provision impacts how Ofsted evaluates our curriculum and teaching, achievement, attendance and behaviour, personal development and wellbeing, and leadership and governance.

DEFINITION

High quality teaching at St Leonard's CE Primary School is differentiated and personalised to meet the individual needs of the 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 they have a learning difficulty or disability which calls for special educational provision to be made for them.

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 them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

Aims and objectives:

The Governors and staff at St Leonard's CE Primary School 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, independent individuals.

We aim to:

- ensure that our curriculum is responsive to all children whatever their individual need
- promote positive attitudes, individual confidence and resilience, ensuring all children experience success
- identify, assess, record and regularly review pupils' special educational needs
- encourage parents/carers to be involved in reviewing and supporting at all stages of their child's development
- make effective use of support services

ROLES AND RESPONSIBILITIES

Governors

The Governors of the school, together with the Head Teacher, have a legal responsibility for overseeing all aspects of the school, including provision for children with special educational needs, and for doing their best to ensure that the necessary provision is made for any pupil who has 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 Head Teacher and SENDCo of the provision for children with special needs and implementation of the policy within the school.

SENDCO

The Special Educational Needs Coordinator (SENDCo) works closely with all staff, the Head Teacher, parents and outside agencies ensuring the best possible provision for children with special educational needs.

The SENDCO is responsible for:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEN
- ensuring the involvement of parents and guardians from an early stage and liaising with parents of pupils with SEN
- advising on a graduated approach to providing SEN 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
- 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

- In conjunction with the Leaders of Learning, managing 1:1 teaching assistants working with children with SEND
- supporting the professional development of teaching assistants
- regularly liaising with the governors' representative
- publishing the annual SEND Information Report as required by the Special Educational Needs and Disability Regulations 2014 and section69 of the Children and Families Act 2014

Our SENCo holds the National Award for Special Educational Needs Coordination (or is working towards this qualification within three years of appointment, as required by The Education (Special Educational Needs Co-ordinators) (England) Regulations 2014). The SENCo is a member of the Senior Leadership Team, which empowers them to lead whole-school improvement for pupils with SEND. This leadership status ensures the SENCo has the authority to influence strategic decisions about SEND provision, manage resources effectively, and drive improvements across the school.

Head Teacher

The Head Teacher 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 SENDCo.

Teaching Staff and Teaching Assistants

Quality first teaching underpins all learning for children at St Leonard's CE Primary School, and every teacher is accountable and responsible for the learning of every child in their class, including those with SEND. Class teachers are aware of the school's SEND policy and SEND School Offer and implement the procedures for identifying, assessing and making provision for pupils with SEND, including planning for differentiation. The identification of SEND is built into the overall approach to monitoring the progress and development of pupils. 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. In line with the graduated approach to SEND, we use the 'assess/plan/do/review' cycle to improve outcomes for individual children.

CO-ORDINATING AND MANAGING PROVISION

The Head Teacher and SENDCo meet frequently to discuss SEN needs and how to improve outcomes for all children and regularly review the priorities linked to SEND provision from the school improvement plan.

The SENDCo meets with class teachers and teaching assistants to give support and advice. SEND policy and provision are discussed regularly at both staff and departmental meetings in order to improve outcomes of children with SEND.

Through the appraisal system, the SENDCo meets with the Teaching Assistants to review progress, give advice, and monitor the placement of TA support throughout the school and through this, oversees the provision. The placement of TAs is dependent on the special needs requirements, and this placement may change as the needs of the children change. There are opportunities for informal daily contact between staff to discuss concerns.

Parents/carers are kept informed by class teachers and are encouraged to be involved in the support of their child. The SENDCo also liaises with parents and pupils with Education, Health and Care Plans, coordinates annual reviews and identifies positive outcomes.

St Leonard's CE Primary School strives to be a fully inclusive school. It acknowledges the range of needs 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 an Education, Health and Care Plan subject to the appropriate provision and support from the local authority being in place.

SPECIALISMS AND SPECIAL FACILITIES

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.

The school has access for wheelchairs. Suitable toilet facilities are available. Where a child has a disability, the SENDCo and class teachers make sure that all adults are informed about effective management strategies and that other children are made aware as appropriate. Advice is sought from outside agencies on how best to provide for the child's needs and this advice is accessible to the adults working with the child. Arrangements are made to allow as much independence as possible, but with support available as and when necessary.

Our current provision includes an Enhanced Pathway, internally referred to as 'Sparrow's Nest'. This enables us to provide an engagement curriculum, bespoke for our children who have higher level SEND needs, particularly C&I needs, and therefore struggle to access a mainstream classroom full time. Admission into the Sparrow's Nest is at the discretion of the SENDCo and Head Teacher. When assessing the suitability of the Sparrow's Nest for a pupil, the following points are considered:

1. Does the child have a communication and interaction need?
2. Can the child access any learning in a mainstream classroom?
3. What is the child's academic level in comparison to the ARE?
4. Does the child have an EHCP?

Sparrow's Nest currently offers a full-time class, with the opportunity of integration with mainstream peers when appropriate.

The SENDCo and Governor with responsibility for special needs liaise to discuss and monitor provision within the school for all children with SEND.

Alternative Provision

Where appropriate, St Leonard's CE Primary School may commission alternative provision for pupils with SEND. This decision is always made in the pupil's best interests and with the full involvement of parents.

When using alternative provision, we ensure that:

- The provision is suitable, safe, and meets the pupil's individual needs
- Clear outcomes are agreed for the pupil's time in alternative provision

- We maintain responsibility for the education and welfare of pupils placed in alternative provision
- Regular monitoring takes place to evaluate the quality and impact of the provision
- Communication between school and the alternative provider is effective
- The pupil's progress is tracked and reviewed regularly
- Appropriate safeguarding checks have been completed

Specialist training among the staff

Staff training is undertaken in various aspects of SEND according to the needs of the children to ensure that the provision made and support given to pupils is appropriate and effective.

The training needs of the staff, including TAs, are reviewed as part of the CPD process in school.

IDENTIFICATION, ASSESSMENT AND PROVISION

Allocation of Resources

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

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

St Leonard's CE Primary School, as part of normal budget planning, has a strategic approach to using resources to support the progress of pupils with SEND. St Leonard's CE Primary School 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.

IDENTIFICATION, ASSESSMENT AND REVIEW

High-Quality Inclusive Teaching

At St Leonard's CE Primary School, we understand that the most effective inclusion strategy begins with everyday high-quality inclusive teaching. Quality first teaching, which is differentiated and personalised, benefits all pupils but has the most impact on those who find learning hardest, including pupils with SEND. This reduces the need for individual adaptations and interventions.

All teachers are responsible for the progress of pupils with SEND in their class. We ensure that:

- Teachers have high expectations for all pupils, including those with SEND
- Teaching is adapted to meet pupils' needs, with scaffolding and support provided where necessary

- Pupils with SEND can access the same ambitious, broad curriculum

The progress of the children is assessed at regular intervals by staff as part of the school's tracking process. Where progress is slow, the first response is high quality targeted teaching. Slow progress and low attainment do not necessarily mean that a child has SEND. All those working with children are alert to emerging difficulties and respond early.

In deciding whether to make special educational provision, the Head Teacher and SENDCo consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

Where more specific assessment is deemed to be necessary, this will be carried out by the SENDCo, who may then involve other professionals from outside the school. The information gathering will include an early discussion with the pupils and their parents. St Leonard's CE Primary School recognises that parents know their children best, and we ensure we listen to, and understand, when parents express concerns about their child's development. Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of their parents.

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 SEN Guidance is used as a guide for the identification, assessment and provision for SEND, and the forms provided are used for record-keeping. A register of pupils with SEND 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 suggested level for their age
- Requiring greater attention in class due to emotional /learning difficulties
- Requiring specialist material/equipment or support for sensory/physical problems

The SENDCo and the class teacher, together 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 is reviewed regularly.

Where, despite the school providing SEND 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 SEND support.

Reviews of children with SEND support are held each term and led by the class teacher. They provide an opportunity for parents to share their concerns and, together with the child and teacher, agree aspirations for the pupil.

Provision

Provision for children with SEND is additional to, or different, from those provided as part of the school's usual differentiated curriculum and strategies. It is a graduated response to children's individual needs. Such provision is recorded on the SEND Pupil Profile.

Categories of Special Educational Need

Children's needs and requirements fall into four broad areas, 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.

Communication and Interaction	Speech, Language and Communication needs, Autistic Spectrum Disorder
Cognition and Learning	Learning difficulties Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia
Social, Emotional and Mental Health	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

Supporting pupils with medical conditions

Where children with SEND also have medical needs, their provision is planned and delivered in a co-ordinated way with the healthcare plan. School has regard for the statutory guidance supporting pupils at school with medical conditions (DfE, 2014). See the Supporting pupils with medical conditions policy.

CURRICULUM ACCESS AND INCLUSION

St Leonard's CE Primary School strives to be an inclusive school, engendering a sense of community and belonging through its

- inclusive ethos
- broad and balanced curriculum for all pupils
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all children

EVALUATING SUCCESS

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

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

- Monitoring of classroom practice by SENDCo and Leaders of Learning
- Termly analysis of pupil tracking data and test results – for individuals and for cohorts
- Analysis of progress data for pupils on the SEND register to identify trends and gaps for pupils with SEND as a group an individually
- School self-evaluation
- Monitoring the quality of Pupil Profiles and review meetings
- The School Improvement Plan
- Termly SEND reviews of pupil profiles and individual targets
- Regular review of the impact of interventions, using baseline and exit data to measure progress

At St Leonard's CE Primary School, we systematically monitor the progress of pupils with SEND and review adaptations and support to ensure they are having the intended impact on pupils' learning and wellbeing. Timely changes are made to provision, where necessary, to improve outcomes.

COMPLAINTS PROCEDURES

If a parent or guardian is concerned about SEND provision for their child, initial contact should be made with the class teacher. A meeting will be arranged, which may include the Head Teacher and/or SENDCo, to discuss the concern. Parents can request an appointment with the Head Teacher directly. 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 concerning SEND provision, parents/carers are advised to contact the Head Teacher 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.

PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

Staff Development

St Leonard's CE Primary school is committed to gaining further expertise in the area of special needs education. Current training includes school-based whole school INSET, training sessions for TAs and lunchtime supervisors, TA meetings which are attended by the SENDCo as needed, attendance at County meetings and the reading and discussion of documents on SEND. Staff meetings are arranged to respond to the particular needs of the school, for teachers and TAs.

Arrangements for the induction of ECTs (Early Career Teacher) and new staff into the school's policy and SEND procedures are completed as part of the induction process.

LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

St Leonard's CE Primary School are able to call upon the expertise of a wide range of support services. These support services are contacted by the SENDCo, and with full agreement of parents. For assessment and advice from most of these services a referral 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.

PARTNERSHIP WITH THE LOCAL AREA

St Leonard's CE Primary School is committed to playing an active role in the local area partnership's strategy to improve the experiences of, and outcomes for, pupils with SEND. We recognise that effective support for pupils with SEND requires collaboration across education, health and social care services.

Our involvement in the local area partnership includes:

- Active engagement with Oxfordshire's SEND strategy and local area SEND inspection framework
- Participation in local SENDCo networks and cluster groups to share best practice and learn from other schools
- Working collaboratively with the Virtual School, where appropriate, to support pupils who are looked after or previously looked after and have SEND
- Engaging with the local authority's graduated response and early help services

PARTNERSHIP WITH PARENTS

Our school believes that good communication between parents/carers 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 parent evenings and pupil profile review meetings.

Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. Information about SENDIASS (a Parent Partnership Service) 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 a right of access to records concerning their child.

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. 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. Pupils are encouraged to take part in the reviews and be part of the evaluation of their successes and needs.

TRANSFER ARRANGEMENTS

St Leonard's CE Primary School recognises that transitions can be particularly challenging for pupils with SEND. We support successful transitions for pupils with SEND at all key points: into school, between year groups within school, and when moving to their next setting or into adulthood.

Transition into School (Early Years/Reception):

- Early liaison with parents, previous settings, and any professionals already involved with the child
- Pre-admission visits for the child and family, with additional visits arranged where needed

- Sharing of information about the child's needs, strengths and successful strategies
- Planning for any adaptations to the environment or provision needed before the child starts

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

Year 6 children transferring to local Secondary Schools have the chance to visit the new school. In most instances, representatives from the Secondary Schools visit to talk with the children. The SENDCo and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEND information is gathered together and records transferred to the new teacher or school.

For pupils with Education, Health and Care Plans, the child's plan should be amended in the light of recommendations of the annual review by 15th February in the year of transfer to ensure that time is available to make necessary transfer arrangements, e.g. needs and provision. The SENDCo of the receiving school will be invited to the final annual review in primary schools of pupils with Education, Health and Care Plans where the particular school has been named.

THE LOCAL OFFER

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Oxfordshire's Local Offer is available from the website

https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer

MONITORING AND REVIEWING

The implementation of this policy will be monitored by the SEND Governor. This policy will be updated in line with new initiatives together with any streamlining of school processes. This policy will be reviewed annually.