



# Lewknor Church of England Primary School Special Educational Needs and Disability Policy

February 2026 – Review February 2027

## Christian Vision

Building strong foundations for a happy and successful life

Like the wise man who built his house on rock (Matthew 7: 24-27), we seek God's wisdom to enable us to nurture our school community so that all can flourish and achieve their best in every aspect of school life.

We strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to ensure that pupils with SEND are included in all aspects of school life.

## Definition

A pupil has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

**Special educational provision** is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

## Aims

All staff at Lewknor Church of England 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.

Lewknor Church of England 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 curriculum. In particular, we aim:

- to enable every pupil to experience success
- to promote individual confidence and a positive attitude
- to ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that demonstrates coherence and progression in learning
- to give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- to identify, assess, record, and regularly review pupils' progress and needs
- to involve parents and children in planning and supporting at all stages of a child's development
- to 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.

### **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 headteacher, 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, James Pearce (the SEND governor), 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.

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

- they are involved in the development and monitoring of the school's SEND policy, and that the school as a whole will also be involved in its development

- SEND provision is an integral part of the School Development Plan
- the quality of SEND provision is regularly monitored through visits to school and discussions with staff

The **headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- the deployment of all special educational needs personnel within the school
- The headteacher 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 a whole.

The **Special Educational Needs Co-ordinator** is responsible for:

- overseeing the operation of the school's SEND policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out detailed assessments and observations of pupils with specific learning problems
- supporting class teachers in setting targets and in devising appropriate strategies, advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- liaising with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and SEND records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year tests, subject specific tests such as the New Salford Sentence Reading Test
- contributing to the in-service training of staff
- managing TAs in conjunction with the class teacher
- liaising with the SENCos in other primary schools to help provide a smooth transition from one school to the other

**Class teachers** are responsible for:

- devising and reviewing recorded information for pupils in their class, inclusion of pupils with SEND in the classroom, and for providing an appropriately adapted curriculum. They can draw on the SENCo for advice on assessment and strategies to support inclusion

- making themselves aware of the school's SEND Policy and procedures for identification, monitoring and supporting pupils with SEND
- giving feedback to parents of pupils with SEND

**TAs** work as part of a team with the SENCo and the teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEND within the class. They play an important role in the teaching and learning of children with SEND and monitoring their progress. 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.

**Parents or carers** should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

**Pupils** will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

### Co-ordinating and Managing Provision

At Lewknor Church of England Primary School:

- the sharing of expertise is welcomed and encouraged

- special educational needs is a part of the school development plan
- the SENCo ensures that regular meetings are held, normally once a term, to review provision and pupil progress
- there is daily informal contact between all staff to monitor individual pupils and to discuss concerns
- pupils are involved as far as practicable in discussions about their targets and provision

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

- the school's SEND policy
- the SEND register

### Admission Arrangements

Lewknor Church of England Primary School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with SEND, in accordance with the LA admissions policy. If a parent wishes to have mainstream provision for a child with an EHCP the LA must provide a place unless this is incompatible with the efficient education of other pupils, and there are no reasonable steps that can be taken to prevent the incompatibility.

### Specialisms and Special Facilities

At Lewknor Church of England 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 in each classroom
- 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 LA services and other agencies if it is required

### Identification and Assessment and Provision

The Code of Practice (2015) outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

The Code recognises two broad levels of provision within the continuum: SEND support and Education, Health and Care Plan.

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

## **Assess**

The pupil's class teacher and the SENCo will carry out a clear analysis of the pupil's needs. The Special Educational Needs Support in Oxfordshire Schools and Settings and the Oxfordshire Guidance for Special Educational Needs (SEN) documents are used to decide whether additional provision should be made.

The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

## **Plan**

In consultation with the parents and the pupil, the teacher and the SENCo will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

## **Do**

The pupil's class teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCo will support the teacher in further assessing the pupil's particular strengths and weaknesses, and advising on how to implement support effectively.

## **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCo will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

A register is kept of pupils with SEND and is circulated to all staff.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with adaptive, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCo to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

### Categories of Special Educational Need

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"><li>• Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li><li>• Moderate learning difficulties</li><li>• Severe learning difficulties</li><li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li></ul>

<p>Social, emotional and mental health</p>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
<p>Sensory and/or physical</p>	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## Levels of Support

### School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

### Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

## Review

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps

- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCo
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

### Annual Reviews

For pupils with Education, Health and Care 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 EHC Plan should continue, and whether provision/strategies should be maintained or amended. It should set new long-term objectives for the following year. Annual Reviews are normally held during the school day. All relevant professionals, including those who contributed to the original statement, are invited to attend or submit a written report.

### Arrangements for Complaints

Should pupils or parents be unhappy with any aspect of provision they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to make an appointment to meet the SENCo. For a problem that might need time to explore fully, parents should make an appointment rather than rushing the discussion early in the morning before school. In the event of a formal complaint parents are advised to contact the headteacher or a governor, if they prefer. SENDIASS (SEN and Disability Information, Advice and Support Service) Oxfordshire is available to offer advice (see C1 below).

### Partnership with Parents

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

SEN and Disability Information, Advice and Support Service (SENDIASS) in Oxfordshire provides a range of support for parents of pupils with SEND, including Independent Parental Supporters (IPS) and Independent Supporters, a new role introduced in 2014 to support parents who are going through the EHC process only. IPS give advice and support to parents of pupils with SEND at the SEND support stage. They also give information about mediation services. They arrange meetings and produce leaflets and audio guides about many aspects of SEND. They can be contacted on 01865 810516.

### The Voice of the Child

All pupils should be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. Confident young pupils, who know that their opinions will be valued and who can practise making choices, will be more secure and effective pupils during the school years.

In Lewknor Church of England Primary School, we encourage pupils to participate in their learning by:

- contributing to reviews and targets (formally or informally)
- talking to TAs and teachers about their learning
- class and individual reward systems

### **Links with Other Agencies, Organisations and Support Services**

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services

### **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
- the SENCo of the receiving school, where possible, or another school representative attends the final annual review of Year 6 pupils with EHC Plans for whom the particular school has been named

#### **Transfer within the school**

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

### **Staff development and Performance Management**

- the school is committed to gain expertise in areas of SEND
- there are training sessions for all staff
- whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school

- reading and discussion of documentation, and SENCo/teacher meetings are considered to be part of staff development, as well as a time to share information
- the SENCo and other staff attend county meetings and INSET when relevant
- newly appointed teaching and support staff can meet the SENCo to discuss SEND procedures in the school

The school's **Accessibility Policy** includes the following information:

- arrangements for the admission of disabled pupils
- steps taken by school to prevent disabled pupils from being treated less favourably than other pupils
- facilities to help disabled pupils access the school

Lewknor Church of England Primary School has an accessibility plan, which is reviewed regularly.

### **SEN information report**

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.