

Special Educational Needs and Disabilities Policy

This policy is available to parents and prospective parents on the school's website and by request from the School Office. If you require a copy of this document in large print or audio format, please contact the School Office.

Policy Review Schedule

Policy Name	SHPA Special Educational Needs and Disabilities Policy
Review Frequency	Annual
Statutory Policy	Yes
Policy Owner	Principal
Lead Reviewer	SENDCo
Approver and date of last approval	Board – 23/09/2025
Key review dates	Changes made
01.09.2022	Reviewed in line with statutory guidance
01.09.2023	Reviewed in line with statutory guidance
01.09.2024	Reviewed in line with statutory guidance
05.09.2025	Reviewed in line with statutory guidance

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A1 Definition and Aims

Definition

A child has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. (Code of Practice DfE 2014)

Aims

We, at Sires Hill Primary Academy, believe that each pupil has individual and unique needs. All pupils need a different level of support throughout their school journey. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that some pupils will have a Special Educational Need or Disability (SEND) at some time in their school journey. 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. Sires Hill Primary Academy aims to provide all pupils with strategies for dealing with their needs in a supportive and inclusive environment. In particular, we aim:

- To enable every pupil to experience success
- To celebrate and value difference and promote individual confidence and a positive attitude
- To ensure that all pupils, whatever their special education needs or disability, receive appropriate educational provision through a broad and balanced curriculum that is relevant and scaffolded, and 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 in line with our equality policy
- To identify, assess, record and regularly review pupils' progress and needs
- To involve parents/carers and children in planning and supporting at all stages of their pupil's development
- To work collaboratively with parents, other professionals and support services including Educational Psychology Service
- To remove barriers to achievement for children with SEND
- To ensure that the responsibility held by all staff and governors for SEND is implemented and maintained Sires Hill Primary Academy has a Behaviour Policy, Attendance Policy, Supporting Pupils with Medical Needs and Access Policy. These policies, and others, are available to anyone who would like to read them and can be found in our policies section on the school website. All policies are also kept in a folder within Google Drive for staff access.

Through the school's policy for SEND we aim to:

- Celebrate and maintain the individuality of each child
- Teach in a way which directly relates to the needs of the child
- Acknowledge children's right to basic numeracy and literacy
- Provide an environment that stimulates and motivates children of all abilities so that all children are given the opportunity to achieve their full potential in all aspects of the curriculum
- Give children their full entitlement of skills at a recognised high level of spiritual, moral, creative, practical and physical ability.

A2 Roles and Responsibilities

Provision for pupils with SEND is a matter for the whole school. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and 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 Trust board in co-operation with the Principal, 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.

The Trust Board should make their best endeavours to ensure that:

- The necessary provision is made for any pupils 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 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 consulted 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 designate a member of staff at the school as having responsibility for co-ordinating the provision for pupils with special education needs
- They must co-operate with each responsible local authority, and each responsible local authority must co-operate with the appropriate authority, in exercise of these functions.

The Trust play a major part in school self-review. In relation to SEND, the Trust board 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

The **principal** 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
- Working closely with the Special Educational Needs Co-ordinator (SENDCo- Claire Middlemore)
- The deployment of all special educational needs personnel within the school
- They also have overall responsibility for monitoring and reporting to the Trust about the implementation of the school's SEND policy and the effects of inclusion policies on the school as a whole. E.g. through learning walks

The **Inclusion Leader/Special Educational Needs Co-ordinator (SENDCo)** is responsible for:

- Overseeing the day to day operation of the school's SEND policy in liaison with the inclusion team
- Contributing to the whole school strategic overview of SEND
- 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 teachers in devising strategies, completing referrals, drawing up Learning Plans, setting targets 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
- Liaising closely 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 ensuring Arbor is up to date.
- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. assessment/records, teacher assessments, QCA scales, monitoring interventions etc
- Contributing to the in-service training of staff
- Managing Learning Support Assistants/ Higher Level Teaching assistants (HLTAs)
- Liaising with the SENDCo's in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other.
- Take part in County SEND moderation.
- Ensuring statutory responsibilities, such as EHC plan annual reviews, are met.

Class teachers are responsible for:

- Being fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- Including pupils with SEND in the classroom – Quality First Teaching – and for providing an appropriately scaffolded curriculum. They can draw on the SENDCo for advice on assessment and strategies to support inclusion as well as using the Local Authority Ordinarily Available Toolkit.
- Identifying vulnerable learners and children with SEND and seeking the advice and support of the SENDCo
- Planning and monitoring interventions, liaising with the intervention provider to monitor effectiveness
- Planning for and managing support staff within lessons
- Tracking the progress of children with SEND
- Communicating with parents, including reviewing Learning Plans three times annually, so that they are aware of their child's needs and progress and how to support at home
- Completing referrals for outside agency support for children in their class
- Listening and responding to the child's pupil voice
- 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
- Facilitating the development of independence skills and self-reliance
- Engaging with statutory process, such as EHCP reviews, and providing the necessary evidence

Learning Support Assistants (LSAs)/ HLTAs 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 Learning Plans and monitoring progress. They contribute to review meetings and help pupils with SEND to gain access to a broad and balanced curriculum.

LSAs/HLTAs should:

- Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND

- Give feedback to teachers about pupils' responses to tasks and strategies
- Ensure that they are aware of the specific learning goals of the children they are supporting
- Support class teachers to ensure that learning is accessible for all children
- Deliver quality interventions, where appropriate, according to the child's need and keep accurate records of interventions delivered
- Carry out detailed assessments to identify gaps in learning further (BPVS, Salford, Sandwells, QCA etc)

A3 Co-ordinating and managing provision

At Sires Hill Primary Academy:

- Sharing of expertise is welcomed and encouraged
- Special educational needs and disability is part of the school development plan
- SEND is discussed at scheduled staff meetings and SLT meetings throughout the academic year
- The SENDCo meets with LSAs as appropriate, to review provision
- The SENDCo ensures that regular meetings are held, normally three times in one academic year, to review Learning Plans and provision and that parents are invited.
- 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 SENDCo ensures that the following information is easily accessible to staff (held on the Google Drive)
 - i) The school's SEND policy
 - ii) The SEND register
 - iii) An overview of SEND provision from the School Information Report (website)
 - iv) The school's internal arrangements for SEND, including a clear description of the responsibilities of all staff
 - v) Monitoring and evaluative documents of tracking progress for pupils with SEND.

A4 Admission Arrangements

Sires Hill Primary Academy 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. The facilities offered by Sires Hill Primary Academy would need to be assessed in relation to a child identified as having special educational need at the time of application.

A5 Specialisms and Special Facilities

At Sires Hill Primary Academy:

- Additional training for teachers and LSAs is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil.
- Adapted 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
- The school has reasonable access for wheelchairs and is one floor only.
- Intervention programs (group or 1:1) are rigorously evaluated and chosen based upon research and best practise. They are time limited and progress is tracked.

B Identification, Assessment and Provision

B1 Allocation of Resources

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

- The base budget which covers teaching and curriculum expenses, as well as the cost of the SENDCo
- The delegated SEND budget that funds the additional support required
- Specific funds that are allocated to pupils with EHC plans and additional funding
- Other specific funds

The Principal, SENDCo and Trust members of the school regularly monitor the needs of pupils with SEND. Resources are allocated according to need. The resources available include ancillary help, teacher time and materials, and these are dependent on the school's SEND budget. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the specified provision and monitored closely. The school has a continuing commitment to purchase appropriate resources for pupils with SEND.

Sires Hill Primary Academy follows LA guidance, as given in "Special Educational Needs Support in Oxfordshire Schools and Settings 2017" to ensure that all pupils' needs are appropriately met. Specialist advice and individual assessments are sought where necessary to understand needs better.

B2 Identification, Assessment and Review

The Code of Practice (DfE and DoH 2015) outlines that where a child has a need that is **additional to or different from** the provision made as part of the school's usual differentiated curriculum and strategies, they may go onto the school's SEND register as a child in need of 'SEN Support'. If a child has complex educational needs, an application for an Education, Health and Care Plan may be made.

The school uses Learning Plans, provision maps and a whole school tracking document to maintain information about the identification, assessment and provision for each pupil. A register is kept of pupils with SEND, and their needs, and circulated to all staff. Where concern is expressed that a pupil may have SEND, the class teacher and support staff take early action to address and assess the difficulties. This included a meeting with parents and the completion of a SEN concern form. If quality first teaching and short term support does not lead to accelerated progress, then further investigation is completed. This may include individual assessments, SENDCo observations, further meetings with parents or work with external professionals. The Oxfordshire County Council descriptors are used to identify children who should be on the school's SEND register.

Categories of Special Educational Need

The SEND Code of Practice recognises four broad areas of need: Communication and interaction, Cognition and learning, Social, Emotional and Mental Health, and sensory and/or physical. Oxfordshire subdivides these into categories of need (as set out in the LA Oxfordshire SEN guidance):

Code of Practice Needs	Categories
Communication and interaction	Communication and interaction need Autistic spectrum disorder
Cognition and Learning	Moderate Learning difficulty Specific Learning difficulty Profound and Multiple Learning difficulty
Social, Emotional and Mental Health difficulties	Social, emotional or mental health need
Sensory and/or physical needs	Hearing impairment Visual impairment Physical disability Multi-Sensory impairment

Levels of Provision

Early Identification

A SEN concern form is completed and a conversation had with parents. This may include some short term additional intervention. This paperwork does not mean that a child is part of the SEND register.

SEN Support

If a pupil requires additional and different support and meets the OCC criteria then they may require SEN support which would result in them being put on the school's SEND register. If a child is in need of SEND support, a Learning Plan is written by the class teacher and parents, with support from the SENDCo where necessary, and reviewed three times in an academic year. Parents are invited to reviews and encouraged to play a full part in the process. Children are also encouraged to share their views through attending meetings, pupil voice and discussion.

If a pupil has not made specific progress, after a range of strategies have been implemented in school, outside agencies may be involved. This is often the school's Educational Psychologist, but may be one of a range of other LA or Health Professionals. They may undertake more specialised assessment and/or observe the pupil. Parental permission is sought for a formal referral to any external service.

The class teacher is the author of the Learning Plan and should in this instance reflect any advice given by outside agencies.

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

Educational Health and Care Plans of Special Educational Need

Only a very small proportion of pupils require an Educational Health and Care Plan. These pupils are likely to have severe or complex needs that require more specialist advice and support. Any parent who feels like their child may need an EHCP is encouraged to discuss this with the SENDCo.

Review

Reviews of pupils receiving SEND support are normally carried out three times per year. Pupils are fully involved. A mutually agreeable date and time is arranged between the parent and class teacher. The SENDCo will attend some review meetings and both parents and teachers can request the SENDCo to be present. Normally, LSAs are invited to attend or to provide brief input prior to the meeting and the pupil's voice is also gathered in advance. Copies of the review form are sent to parents who are unable to attend. New Learning Plans are also sent to parents.

Annual reviews

For pupils with an Education Health and Care Plan, an Annual Review Meeting has to be held in addition to the regular termly reviews. At this meeting, consideration is given to whether the Education Health and Care 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 plan, are invited to attend or submit a written report.

Early Help process

The Early Help Assessment, including a discussion around Strengths and Needs is an assessment of the child within the context of the family and community. It is designed to be used by all agencies working with children and families and provides a common format for sharing information between agencies, services and areas. The Early Help Assessment (EHA):

- Helps identify the child's needs
- Provides structure for recording information
- Can support referrals to other services
- Reduces multiple assessment for young people and their families

The EHA may lead to a TAF (Team around the Family) meeting, setting up of an action plan and process for review. These take place every 6-12 weeks.

B3 Curriculum Access and Inclusion

Pupils are grouped in classes according to age. As there is a wide range of abilities in each class, all staff provide appropriate support and challenge suitable for all the pupils, to ensure access at all levels.

Any pupils with particular needs are included as fully as possible and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to provide intervention support where a child may work individually with a LSA in order to acquire, reinforce or extend skills more effectively. For some pupils, intervention sessions may be used to improve motor skills or application to give support in a particular area. Interventions are normally time limited and criteria for inclusion in such programmes are clearly specified. These are also tracked and monitored closely to ensure accelerated progress is made. Following advice from external professionals we can sometimes put in place an engagement curriculum.

Provision for pupils with SEND aims to close gaps in children's learning and accelerate their progress.

B4 Evaluating success

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

- Monitoring of classroom practice and the monitoring of interventions
- Analysis of pupil tracking data and test results:
 - (1) For individual pupils
 - (2) For cohorts
 - (3) For specific interventions

- (4) For particular groups of identified SEN need
- Progress data for pupils on the SEND register
 - Monitoring of procedures and practice by the SEND Trust member
 - School self-evaluation, using SEND review
 - The school and SEND development plans
 - Visits from external professionals and OFSTED inspection arrangements
 - Frequent meetings of parents and staff, both formal and informal, to plan Learning Plans and targets, revise provision and celebrate success.
 - A SEND review process with SENDCo's from partnership schools.

B5 Arrangements for complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a 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 speak to the SENDCo. For a problem that might need time to explore fully, parents/carers 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 Principal or the Trust, if they prefer. The SENDIASS Oxfordshire service is available to offer advice. Information regarding this service can be found following the link below:

<https://www2.oxfordshire.gov.uk/cms/content/SEND-and-disability-complaints>

For more information, please see our complaints policy which is available on our website.

C Partnership within and beyond the school

C1 Partnership with parents

The staff at Sires Hill Primary Academy will continue to develop home/school links and encourage parents to be partners in the education process. Parents are involved from the onset and encouraged to discuss any issues, questions or concerns with class teachers as they arise. It is also important for parents to ensure that school staff are aware of any issues that may affect the child's learning and general well-being. Parents are always encouraged to take part in the process of reviewing and monitoring provision and progress.

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 the strategies instigated. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

In addition to Learning Plan Reviews (see section B2), learning review meetings are held twice a year in the autumn and spring terms, but parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or SENDCo. We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English. SEND information and leaflets are available in a number of languages from SENDIASS Oxfordshire Service and there is a specific school information leaflet.

SENDIASS Oxfordshire (previously Parent Partnership) provides a range of support for parents of pupils with SEND, including Independent Parental Supporters (IPS) and parent training about the

Code of Practice. IPS give advice and support to parents of pupils with SEND at any age or stage. Parent Partnership also gives information about mediation services. SENDIASS arranges meetings and produces leaflets and Audio guides about many aspects of SEND. They can be contacted on 01865 810516 during term time or a text message can be sent to: 0778652494.

A guide to SEND provision in Oxfordshire is available in school, plus the school's SEND policy, information about the Code of Practice, the SEND tribunal and how to contact the Local Education Authority. Parents are welcome to request any of these publications.

Oxfordshire's local offer provides support to parents and carers.

<https://www2.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>

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 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 Sires Hill Primary Academy, we encourage pupils to participate in their learning by:

- Contributing to reviews and targets (formally or informally)
- Talking to LSAs and teachers about their learning
- Class and individual reward systems
- Pupil voice discussions with SENDCo and governor for SEND.

C3 Links with other agencies, organisations and support services

The school has access to a wide range of education, health and social services professionals available in Oxfordshire. This includes specialist advisory teachers, voluntary sector organisations, health professionals such as CAMHS and the school nurse, Occupational Therapists, Speech and Language therapists and others. In Didcot, there is an appointed Educational Psychologist who works across the Didcot schools. She visits school, advising staff, working with children and meeting families. We are committed to using the expertise and advice provided by other professionals. Advice given will be incorporated into Learning Plans. School will seek parental consent before referring to external agencies and will support parents to make referrals where a parent wishes to refer their child for additional support.

C4 Links with other schools and transfer arrangements

Transfer and links with other schools

- SEN records are transferred following county procedures
- There are opportunities for all pupils to visit their prospective Secondary school
- Pupils with SEND are offered additional visits, if required, so that they become more confident in the new situation
- Representatives from the local secondary schools, visit Sires Hill Primary Academy to meet parents and pupils before transfer
- For pupils with an EHC plan, the pupil's Education Health and Care Plan is amended during 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 LA with the schools concerned.

- The SENDCo of the receiving school, where possible, attends the final review of Year 6 pupils with EHC plans for whom the particular school has been named
- There are close links between the school and pre-schools and where possible, pupils are visited in their current setting to discuss their needs with the current staff
- Personalised transition plans are put into place where appropriate
- The Early Years SEN team can support with transition for children with a high level of need.

Transfer within 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
- Individual transition support is given as required

C3 Staff Development and Appraisal

- The school is committed to gain expertise in the area of SEND
- There are regular bespoke training sessions for LSAs
- The SENDCo attends partnership SENDCo termly meetings as well as relevant county meetings
- Whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school
- 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
- Newly appointed teaching and support staff meet the SENDCo to discuss SEND procedures in the school
- SENDCo attends inclusion briefings in the locality lead by Oxfordshire's inclusion team
- SENDCo has or is working towards National Qualification for SEND co-ordination

SENDCO: Lianne Vickers

Executive Principal: Alison Ashcroft

Date: 05.09.2025