

**Oxford Grove Primary School**  
**Special Education Needs and Disability Policy Statement**  
**September 2026**

**SEND Co-ordinator – Mrs. M. Day**

**SEND Governors – Mrs. L. Thomas and Mrs. N. Ainscough**

**Justification.**

At Oxford Grove we believe children are individuals. It is their right to receive an education appropriate to their needs and provided with the support and encouragement to enable them to fully access the National Curriculum, enabling them to achieve a full and balanced educational development and personal well-being. Where needed, we make our best endeavours to secure special educational provision that is 'additional to and different from' that provided by an inclusive adapted curriculum reflecting the four areas of need identified in the SEND Code of Practice (January 2015), complying with part 3 of the Children and Families Act 2014.

The areas of need are:

Communication and interaction

Cognition and learning

Social, mental and emotional health

Sensory/Physical Impairment

Although the following areas are not considered as special needs, they may present as possible barriers to learning and therefore impact on progress and attainment:

Disability

Attendance and Punctuality

Health & Welfare

Mental Health & Well Being

English as an Additional Language

Free School Meal Entitlement

Children Who Are Looked After

Identified Behaviour Needs (not linked to Social, mental & emotional category)

**Aims.**

1. To enable all children to gain access to their entitlement to a bespoke, broad and balanced curriculum.
2. To recognise their strengths and to enable them to achieve their learning potential engaging in activities alongside their peers.
3. To quickly identify any difficulties which may exist in the development of the child and endeavour to make appropriate provision to meet those needs.
4. To build on the positive attributes of each child in partnership with parents/carers.
5. To help each child to develop with confidence and to achieve a high level of self-motivation and self-esteem.
6. To ensure every child feels nurtured and supported.
7. To ensure that each child is valued as an important member of the school community and where practicable, involved in decisions affecting their future Special Educational Needs and Disability (SEND) provision.
8. To ensure each child makes a successful transition into the next stage of their education.

**Objectives.**

1. To implement the SEND Code of Practice.
2. To ensure that all teachers make provision for children with special needs, ensuring full access to the whole curriculum.
3. To ensure the regular assessment and monitoring of progress.
4. To work in partnership with the Local Education Authority and other professional agencies to ensure there is a multi-agency approach to meeting the needs of all vulnerable learners.
5. To establish and maintain a partnership between home, the teacher, the school and the child.

## Roles and responsibilities

### The SEND Governor will:

- ensure that necessary provision is made for any pupil who has SEND;
- ensure that a responsible 'named' member is identified to monitor SEND provision;
- ensure all staff in school are aware of the importance of identifying and providing for those children with SEND;
- ensure that SEN pupils are fully involved in school activities as is reasonably practical;
- ensure that parents are notified of a decision by the school that SEND provision is being made for their child;
- have regard to the Code of Practice when carrying out its responsibilities and meet with the SENCo on a termly basis;
- ensure that the school publishes an SEND Information Report (SIR) for parents/carers on the school website;
- be fully involved in developing and reviewing SEND policy;
- raise awareness of SEND issues at Governing Board meetings.

### The Head teacher will:

- be responsible for the management of provision for children with SEND;
- keep the governing board fully informed about SEND issues within the school;
- work closely with the SEND Co-ordinator (SENCo) and the SEND governor to determine the strategic development of the SEND policy and provision at Oxford Grove;
- make final decisions on the deployment of the school's delegated budget for SEND;
- ensure that the school has clear strategies for working with parents/carers, and that these strategies encourage involvement in their child's education.

### The SENCo will:

- work with the Head teacher and governing board to determine the strategic development of the SEND policy and provision within the school;
- oversee the day to day operation of the SEND policy and the co-ordination of specific provision made to support pupils with SEND including those with EHC plans;
- monitor the impact of the policy through the annual judgement of progress and standards;
- identify improvement issues through the scrutiny of teachers' planning, observation of pupil response and output and regular analysis of teacher assessments;
- co-ordinate provision for children with SEND and monitor the progress of children on the SEND register;
- liaise with & advise fellow teachers on the graduated approach to providing SEND support so that children with SEND receive appropriate support and high quality teaching;
- oversee the records of all children with SEND liaising closely with parents/carers of children with SEND
- contribute to the in-service training of staff;
- update the SEND policy on an annual basis;
- update the SIR on a termly basis;
- liaise with external agencies;
- manage Teaching Assistants with SEND responsibilities to ensure appropriate and effective provision for children with special educational needs;
- manage the delegated budget in liaison with the Head teacher.

### Class teachers will:

- be aware of the school's procedures for the identification & assessment of SEND pupils;
- identify children with possible special needs in their care and bring them to the attention of the SENCo;
- collaborate with the SENCo to decide the action required to assist the pupils to progress;
- ensure that professional advice and guidance regarding individual children with SEND is incorporated into their planned provision;
- monitor the progress of children with SEND in their class, informing the SENCo of concerns as they occur;
- write SMART targets for SEN pupils in their class;
- evaluate termly targets for children with SEND in their class, including those with EHC plans, in liaison with teaching assistants and the SENCo;
- meet with parents/carers of SEND pupils to review and discuss the progress of those pupils.

## Admissions arrangements

Providing the school has the capacity, it will admit any pupil regardless of special educational needs but will endeavour to ensure any particular support needs and requirements are in place prior to admission to enable the child to access the National Curriculum.

## Facilities

Provision for pupils with physical special needs will be catered for through the design of our modern building, which includes open plan teaching spaces, widened internal and external door access and ramps to all entry points. Disabled bathroom facilities are available in both key stages of the school building.

## Allocation of resources

Whenever possible, the school will aim to support SEND children through the use of additional expertise e.g. Woodbridge SEND Service (advisory teachers), formerly known as Ladywood Outreach Service, Educational Psychologist (EP), Speech and Language Therapy Service (SALT), School Nursing Team, Behaviour Support Service (BSS), Sensory Support Service, Occupational Therapy Service (OT), Physiotherapy Service (PT), GP/Paediatricians, Child and Adolescent Mental Health Service (CAMHS). The following external support staff are allocated to our school for this academic year:

Educational Psychology Service – Mr D Fitzpatrick  
Woodbridge SEND Service Teacher – Ms Gemma Beetham  
Behaviour Support Service – Mrs. K. Stridgeon  
Speech and Language Service – Miss M. O'Sullivan

SEND pupils will also receive additional adult support. Timetables for such support are shared with the class teacher and support teaching assistants.

We will provide a wide range of resources as appropriate, including I.C.T. These will be updated and improved through annual audits, which will lead to the purchase of materials for particular areas of development.

## Identification, assessment and provision for S.E.N.D

Children have a communication and interaction difficulty if they:

- have speech and language difficulties that significantly impact on their ability to understand what is said to them;
- have speech and language difficulties that significantly impact on their ability to communicate with others and convey their intended meaning
- have speech and language difficulties that significantly impact on their ability to speak clearly so that they are understood by others

Children have a cognition and learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age and are therefore achieving well below age related expectations;
- have a disability which either prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in our school.

Children having social, mental and emotional difficulty if they:

- they generally do not conform to the expected behaviour of that particular age group in line with the school's Behaviour & Discipline Policy;
- they display behaviour that is unacceptable and noticed by several members of staff;
- they may be repeatedly verbally or physically aggressive;
- their parents/carers are frequently asked to come into school to help improve their child's behaviour and discipline.

Children with sensory or physical difficulties:

- have a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for other children in our school without modification or additional support.

The school is adopting the graduated response as outlined in the Code of Practice.

Children will be placed on the SEND register at the request of a parent/carer, a teacher or other professional person involved with the child in liaison with the SENCo

## Initial Concerns

The class teacher will:

- maintain an initial concern sheet
- gather relevant information to be kept in the child's assessment file
- provides appropriately differentiated work for an individual or group
- discuss their concerns with parents/carers and obtain their signature on the initial concerns sheet
- discuss the initial concerns sheet with the SENCo

## Assessment

The school has clear procedures for identifying pupils with SEND using:

- structured teacher observations/assessment referral procedures
- screening and diagnostic tests

- standardised tests and NC results analysis

### SEN Support

Where progress is not adequate, it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Class teachers with the support of the SENCo will consult with parents/carers to agree on actions to address the child's needs.

The class teacher in collaboration with the SENCo will:

- assess the child's needs
- provide small step targets for the child
- liaise with parents/carers through the early help assessment and review process
- seek and obtain advice from specialist agencies when additional strategies are required.

When, despite intervention at SEND Support, little or no progress has been achieved, the SENCo and class teacher will, in consultation with parents/carers, enlist further experienced support from outside agencies. Support at this stage continues. In addition:

- outside agency observe/work with the child
- class teacher will work in collaboration with SENCo and specialist advisors.

### Education, Health and Care Plans

The majority of children and young people with SEND will have their needs met within local mainstream schools. A local authority must conduct an assessment of education, health and care needs and prepare an Education, Health and Care (EHC) plan when it considers that it may be necessary for special educational provision to be made for the child or young person through an EHC plan.

An assessment can be requested by a child's parent/carer, a young person over the age of 16 or a person acting on behalf of a school. Following a request for assessment, the local authority must determine whether a statutory education, health and care assessment is necessary, make a decision, and communicate its decision to the child's parent/carer or young person. Local authorities must also gather advice from relevant professionals. This process must not take more than 20 weeks.

### Provision & Inclusion

Our proven teaching approach means that children will be taught by a variety of different adults for the range of subjects across the curriculum. This approach starts in the foundation stage, which operates as a contained unit. As the children move into Year 1, this style of provision extends further in a more formal setting whereby children begin to be taught by a greater range of adults. Children are taught alongside their peers in year groups. They have full access to a broad and balanced curriculum. They are supported through small group and individual work, as appropriate, mainly within the classroom environment.

### Evaluation

The school will aim to use performance data to analyse the success of the policy through the evaluation of percentage of targets achieved and pupil movement on the SEN register.

The SEND policy will be judged successful if:

1. The school's identification and assessment procedures are followed and regular reviews are carried out by all staff.
2. Parents are involved in the process of helping their child with their special educational needs.
3. Children receive a well-resourced, broad and balanced curriculum which is appropriately matched to the needs of the child.
4. Progress for SEND children is monitored using: Assessment data, teacher assessments, target setting achievement and the number of children entering and leaving the SEND register.
5. The Head teacher and SENCo report regularly to the Governing Board.
6. Consultation and liaison with the LA support services is appropriate and effective.
7. The computer-based register is maintained and updated termly, with contributions from all staff.

### Complaints procedure

Parents/carers who are dissatisfied with the SEND provision for their child should contact the school initially through the SENCo and then if unresolved through the Head teacher. If still dissatisfied, parents/carers have the right to address the school's SEND Governor for consideration of their case by the Governing Board.

### SEND in service training

The school will seek to provide appropriate training for all staff involved in the development of SEND pupils in accordance with individual training needs and the School Development Plan.

### **Parent Partnership**

The school considers parents/carers of SEND pupils as valued partners in the process. Depending on age and appropriateness, SEND pupils will also be encouraged to participate in the decision-making processes which affect them.

From the earliest identification of concern, parents/carers will be involved in any decisions made concerning the provision for their child's individual needs. Through the early help assessment and review process they will have regular meetings with the SENCo and other professionals involved with their child's education.

### **Links with other mainstream schools**

The school will make every effort to ensure all information regarding pupils with SEND is passed on as early as is possible. Responsibility should lie with the school that has the information.

At transition from Nursery to Primary, where possible, visits are made to receive the relevant information. In transition from Primary to Secondary, the receiving SENCo is invited into school to meet the children and staff.

### **Links with health, social services & educational welfare services**

The school maintains contact with Social Care Services, as and when necessary, and other services are contacted according to their agreed procedures.

### **Review.**

This document will be reviewed annually by the Head teacher, SENCo, staff and Governing Board.

Mrs M. Day.

To be reviewed in July 2027