

Special Educational Needs 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	WPA SEN Policy	
Review Frequency	Annual	
Statutory Policy	Yes	
Policy owner	Principal	
Lead Reviewer	SENDCo	
Approver and date of last approval	OLT Board: 23/09/2025	
Key review dates		
Changes made and by whom		
26/4/16 policy written	A Ashcroft	
September 2019	J Croft	Adapted for WPA
June 2021	L Perring	Reviewed for SY2021/22 following trust rebrand No changes
June 2022	L Perring	Amended to update SENCO
September 2023	L Basilone (nee Perring)	Amended to update SENCO
September 2024	H Robinson and S Gladwin	Amended to update principal
September 2025	H Robinson and B Wyatt	Amended to update SENDCo and to include nurture provision as well as increased focus on early identification of barriers to learning in light of new OFSTED guidance.

A. School arrangements

1. Definition and aims
2. Roles and responsibilities
3. Co-ordinating and managing provision
4. Admissions arrangements
5. Specialisms and special facilities

B. Identification, Assessment and Provision

1. Allocation of resources
2. Identification, assessment and review
3. Curriculum access and inclusion
4. Evaluating success
5. Arrangements for complaints

C. Partnership within and beyond the school

1. Partnership with parents
2. The voice of the child
3. Links with other agencies, organisations and support services
4. Links with other schools and transfer arrangements
5. Staff development and appraisal

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 Wantage 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. Wantage Primary Academy aims to provide all pupils with strategies for dealing with their needs in a supportive and inclusive environment: to give all children meaning access to the curriculum. 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 differentiated, 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

Wantage Primary Academy has adopted the Oxfordshire Literacy Difficulties Policy. The school also 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 (The SEND governor – to be confirmed) 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 alongside the SENDCo.
- Working closely with the Special Educational Needs Co-ordinator (SENCo- Bronwyn Wyatt)
- 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
- Supporting teaching staff and the Family Support Worker to identify potential barriers to learning and approaches to break down the identified barriers
- Overseeing and supporting the staff in our nurture hub to develop an impactful curriculum to support emotional regulation and holistic learning
- 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 on appropriate strategies.
- 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, drawing up Pupils Profiles, 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 and specific SEND assessments. e.g. Salford Reading, Sandwell Maths and the Boxall Profile for SEMH.
- Contributing to the in-service training of staff

- Managing Teaching Assistants
- Liaising with the SENCo'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.

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
- Identifying barriers to learning and gaps in skills and knowledge and devising appropriate interventions to close the gap
- Including pupils with SEND in the classroom – Quality First Teaching – and for providing an appropriately differentiated curriculum. They can draw on the SENCo for advice on assessment and strategies to support inclusion
- Identifying vulnerable learners and children with SEND and seeking the advice and support of the SENCo
- 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 so that they are aware of their child's needs and progress and how best 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

Teaching Assistants (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 implementing Pupil Profiles and monitoring 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
- 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
- Carry out detailed assessments to identify gaps in learning further (BPVS, NELI Language Screen, Salford, Sandwell, QCA and Boxall Profile etc)

A3 Co-ordinating and managing provision

At Wantage 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 SENCo meets with TAs as appropriate, to review progress
- The SENCo ensures that regular meetings are held, normally three times in one academic year, to review Pupil Profiles 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 SENCo 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

Wantage 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 a statement, 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 Wantage 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 Wantage Primary Academy:

- 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
- The school has reasonable access for wheelchairs and is one floor only.

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 SENCo
- The delegated SEND budget that funds the additional support required
- Specific funds that are allocated to pupils with statements and additional funding
- Other specific funds

The Principal, SENCo 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 resulting statement of SEND. The school has a continuing commitment to purchase appropriate resources for pupils with SEND.

Wantage Primary Academy follows LA guidance, as given in "Identifying and Supporting Special Educational Needs in Oxfordshire Schools and Settings (May 2014)", to ensure that all pupils' needs are appropriately met.

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, primarily Quality-first teaching 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 the Oxfordshire SEND action record to maintain information about the identification, assessment and provision for each pupil. A register is kept of pupils with SEND 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. Children may have been identified using Early identification toolkits allowing for focussed tracking if moderation descriptors are not currently making identification of need clear. The Oxfordshire Moderation Handbook 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 Moderation Handbook):

Code of Practice Needs	Categories
Communication and interaction	Speech, Language and Communication Needs (SLCN) Autistic spectrum condition (ASC)
Cognition and Learning	Learning Specific learning difficulties Profound and multiple learning difficulties
Social, Emotional and Mental Health	SEMH
Sensory and/or physical	Hearing Visual Physical Multi sensory needs

Levels of Provision

Early Identification

A record of early identification is completed by the class teacher using the forms in the SEND folder. This paperwork does not mean that a child is part of the SEND register.

SEND Support

If a pupil requires additional and different support and meets the moderation 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 SEN support a Pupil Profile is written by the class teacher with support from the SENCo 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 Pupil Profile 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/Statement 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.

Review

Reviews of pupils receiving SEND support are normally carried out three times per year. Pupils are fully involved. Parents are invited, but if they cannot attend they may arrange to meet the class teacher at a later date. Normally, TAs are invited to attend or to provide brief input prior to the meeting. Copies of the review form are sent to parents who are unable to attend. New Pupil Profiles 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 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 TA or teacher 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.

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 intervention
- 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 development plan
- Visits from external professionals and OFSTED inspection arrangements
- Frequent meetings of parents and staff, both formal and informal, to plan pupil profiles and targets, revise provision and celebrate success.

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 SENCo. 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/sen-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 Wantage 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 Pupil Profile 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 SENCo. 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 or SENDIASS Oxfordshire Service.

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 Wantage Primary Academy, 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
- Pupil voice discussions with SENCO 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 teachers from Language Resource Bases, the Service for Autism, Service for Pupils with Physical Disabilities, Occupational Therapists, Physiotherapists, Speech and Language therapists and others. We are committed to using the expertise and advice provided by other professionals.

C4 Links with other schools and transfer arrangements

Transfer and links with other schools

- SEND action records are transferred following county procedures
- There are opportunities for all pupils to visit their prospective Secondary school
- 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 Wantage Primary Academy to meet parents and pupils before transfer
- For pupils with a statement of SEND, the pupil's statement/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 SENCo 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.

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

C3 Staff Development and Appraisal

- The school is committed to gain expertise in the area of SEND
- There are regular training sessions for TAs
- The SENCo attends partnership SENCo 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 SENCo/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 SENCo to discuss SEND procedures in the school
- SENCo attends inclusion briefings in the locality lead by Oxfordshire's inclusion team
- SENCo has or is working towards National Qualification for SEN co-ordination

