



Oxenhope Church of England Primary School
Special Educational Needs and Disabilities
(SEND) Policy



If you are concerned about the safety of a child, act!

Our Named Persons for Child Protection are Alice Jones (Head Teacher), Laura Woodhead (Pastoral Manager), Nichola Costello (Office Manager), Janet Hopkinson (Learning Support Assistant), Joanne Brown (Assistant Head Teacher) and Oliver Thurlby (Class Teacher)

Useful phone numbers:

School – 01535 642271

Social Services Initial Contact Point 01274 437500

NSPCC – 0808 800 5000

West Yorkshire Police – 101 or 999

This policy must be read alongside the school's child protection and safeguarding policy

Created By:	Last reviewed:	Next Review Date:
A Jones	April 2026	September 26

School Vision

We provide the rich soil allowing children to flourish and develop deep roots. We nurture **growth**, enabling children to thrive as our Christian values blossom in their lives. We cultivate a sense of pride in our rural **community** where children are **loved** and valued.

May our children flourish in their youth like well-nurtured plants. Psalm 144 v 12.

Throughout our curriculum and school life, along with our school vision, these three golden strands permeate through everything we do.

Community

Jesus often spoke of unity in our communities and encouraging one another on our journey. He spoke of bearing each other's burdens in love and helping those in need.

'Live in harmony with one another.' Romans 12 v 16



Love

It says in the Bible that God is Love and encompasses all that is loving and good. Jesus showed the ultimate unconditional love when he laid down his life for us on the cross. Therefore, this love should lead to a desire to love other people.

'Live a life filled with love, following the example of Christ. He loved us and offered himself as a sacrifice for us.' Ephesians 5 v 2



Growth

Just like a plant, we must endure the difficult times along with the good; but God has sent us his Holy Spirit to help and strengthen us so we can bear fruit and grow in the likeness of Christ.

'Grown in the grace and knowledge of our Lord and Saviour Jesus Christ.' 2 Peter 3 v 18



Introduction

Oxenhope C of E Primary School has a named Special Educational Needs and Disabilities Coordinator (Mrs Heather Baxter), who has undertaken the government's national award for SENDCOs. We have a named Governor responsible for SEND (Mrs Jane Topham). They ensure that the school SEND policy works within the guidelines and inclusion policies of the Code of Practice (2015).

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advise for schools
- SEND Code of Practice 0-25 (January 2015)
- School SEND information report regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions
- The National Curriculum in England: framework for Key Stage 1 and 2
- Child protection and Safeguarding Policy
- Accessibility Plan
- Teacher's Standards 2012

Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Needs Code of Practice.

Objectives

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate adaptations to overcome barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be coordinated by the SENDCO and Head Teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology Service, the SCIL Team, Speech and Language Therapy, Children and Adolescent Mental Health Service (CAMHS).
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs and carefully monitoring the progress of all pupils at regular intervals.

Responsibility for the coordination of SEND adaptations

- The person responsible for overseeing the adaptations for children with SEND is Alice Jones (Head Teacher)
- The person coordinating the day-to-day adaptations of education for pupils with SEND is Heather Baxter (SENDCO)

All staff can access:

- The Oxenhope C of E Primary School SEND policy
- The whole school adaptation map
- Referral list
- The Bradford Matrix of Need and Graduated Approach document
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including Pupil Passports and targets
- Practical advice, teaching strategies and information about types of special educational needs and disabilities
- Information available through Oxenhope C of E Primary School's local offer

In this way, every staff member will have complete and up to date information about all pupils with special needs and their requirements, which will enable them to provide for the individual needs of all pupils.

Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Specialist SEND adaptations

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND adaptations and training from SEND services where necessary.

Facilities for pupils with SEND

The school complies with all relevant accessibility requirements. Please see the school accessibility plan for more details.

Allocation of resources for pupils with SEND

Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding may be applied for through a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It will then be the responsibility of the SENDCO, leadership team, parents and governors to agree how the allocation of resources is used.

Disability

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '*...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities*'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is

defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as moderate to severe asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational adaptations, they will also be covered by the SEND definition.

We must make reasonable adjustments, including the adaptations of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

Identification of pupils needs

A graduated approach:

Quality First Teaching

All pupils will receive high quality, inclusive and bespoke classroom teaching. The wellbeing, achievement and progress will be monitored.

Any pupil who is falling significantly outside of the range of expected academic progress will be monitored.

Once a pupil has been identified as possibly having SEND, they will be closely monitored by staff to gauge their level of learning and possible difficulties, and a concerns sheet will be given to the SENDCO. The SENDCO will be consulted, as needed, for support and advice and may wish to observe the pupil in class or work 1-1 with them. They will then determine which level of adaptations the child will need going forward.

Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

The child is recorded by the school as being under observation due to concern by parent or teacher, but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents.

Roles and Responsibilities

Adaptations for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the headteacher, has a legal responsibility for determining the policy and adaptations for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school and makes regular visits to the SENDCO.

Governors will ensure that:

- The necessary adaptations are 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 (2001)
- Parents are notified if the school decides to make SEND adaptations for their child
- 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 SEND

The Headteacher is responsible for:

- The management of all aspects of the school's work, including adaptations for pupils with special educational needs
- Keeping the governing body informed about SEND issues
- Working closely with the SENDCO
- The deployment of all special educational needs personnel within the school
- Monitoring and reporting to 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 and disabilities needs co-ordinator (SENDCO) is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating the adaptations 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 assessments and observations of pupils with specific learning problems
- Referring to outside agencies to offer support for pupils
- Supporting class teachers in devising strategies, drawing up Pupil Passports (PPs), setting targets appropriate to the needs of the pupils, advising on appropriate resources and materials for use with pupils with special educational needs and advising on the effective use of personnel in the classroom
- Liaising closely with parents of pupils with SEND, alongside class teachers, 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 overview and 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
- Contributing to the in-service training of staff
- Liaising with the SENDCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other

Class teachers are responsible for:

- Providing high quality teaching for all children
- Assessing pupils' needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENDCO, parents and pupil)

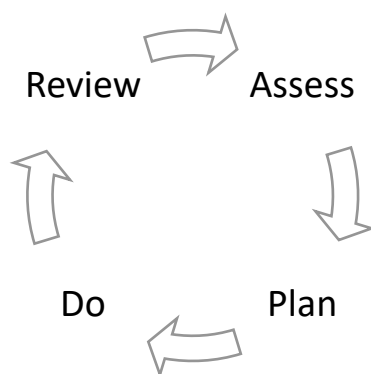
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately adapted curriculum
- Retaining responsibility for the child, including working with the child daily
- Creating and maintaining Pupil Passports (PPs) for pupils in their class
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND
- Liaising with the SENDCO and sharing any concerns
- Directly liaising with parents of children with SEND

Learning Support Assistants should:

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

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective adaptations is put in place and to remove barriers to learning. The support provided consists of a four – part process:



This is an ongoing cycle to enable the adaptations to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCO, will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward in consultation with parents and the pupil.

SEND Pathways Report

The SEND Pathways Report serves as a vital transition document designed to outline the specific adaptations and "quality first" teaching strategies the school is currently providing for a child. Functioning as a pre-plan to a Pupil Passport, this report provides clear evidence of the support in place even before a formal diagnosis is secured. We understand that the window between a referral and a final diagnosis can be an extensive and often anxious time for families; therefore, this report ensures parents and carers have full transparency and reassurance that their child's needs are being actively met in the interim. By documenting these early interventions, we create a robust foundation of evidence that ensures no time is lost in supporting the child's development.

Pupil Passports

To support a personalised approach to learning, our school utilises Pupil Passports as a central tool for children with Special Educational Needs and Disabilities (SEND). These documents are automatically implemented for any pupil working two years or more behind their chronological age or for those who hold an official SEND diagnosis/EHCP. We also recognise that every child's journey is unique; therefore, at the school's discretion, a Pupil Passport may be provided on rare occasions for a child who does not yet have a formal diagnosis but requires significant, tailored adjustments to thrive. Each passport is reviewed termly by the class teacher and other relevant staff to ensure support remains effective. We believe in a collaborative approach, ensuring that parents, carers, and the child have a direct voice in building and updating the passport to reflect the pupil's strengths, interests, and evolving needs.

Referral for an Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning adaptations and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Health professionals

Information will be gathered relating to the current adaptations provided, action points that have been taken and the preliminary outcomes of targets set. A decision will be made by a group of people from the local authority about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Parents and carers must be made aware of the realistic timescale involved in applying for an EHCP and must have the full process outlined to them.

Education, Health and Care Plans

Following Statutory Assessment, an EHC Plan will be provided by Bradford Education if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal records and reviewed at least annually by staff, parents and the pupil. The annual review enables adaptations for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Access to the curriculum

Pupils with SEND will be given access to the curriculum through the specialist SEND adaptations provided by the school as is necessary, as far as possible, considering the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Regular training and learning opportunities for staff about SEND and SEND Teaching are provided so staff members are kept up to date with teaching methods, which will aid the progress of all pupils including those with SEND.

In-class adaptations and support are deployed effectively to ensure the curriculum is adapted where necessary. The school will make sure that individual or group tuition is available where it is felt pupils would benefit from these adaptations. Appropriate individual targets are set that motivate pupils to do their best and celebrate achievements at all levels.

Inclusion of pupils with SEND

The Head teacher and SENDCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils from external support services.

Evaluating the success of adaptations

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice and school policy.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child/ren appointments can be made by them to speak to the Head teacher or SENDCO, who will be able to offer advice on formal procedures for complaint.