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Windrush Valley School

Policy Documents Annual Review Record

Citation	This document shall be cited as: Special Educational Needs and Disability Policy (SEND) and linked to the following policies: Accessibility Policy & Plan Admissions Policy Anti-Bullying Policy Behaviour and Discipline Policy 2024/25 Child Protection and Safeguarding Policy Curriculum Policy Equal Opportunities Policy SEND Support Register Terms and Conditions Schedule of Fees EAL Policy
Person responsible	Headteacher
Comments to	Headteacher
Last reviewed/updated	January 2026
To be reviewed/updated	January 2027
Reason for review/update	Annual Review
Person reviewing/updating	Amanda Douglas
Source/author	SENCo Victoria Taylor
Implementation	Immediate
Approved by	R.Higgs 14.1.26

Special Educational Needs and Disability (SEND) Policy

1. Introduction

Scope: This policy refers to children with Special Educational Needs and Disabilities (SEND.) The guiding principles informing this policy is ensuring that children with SEND at Windrush Valley School are given equal opportunities of demonstrating academic and personal potential, without being hampered by the skills that they find more difficult and are enabled and encouraged to feel worthy and fulfilled. This policy applies equally to all pupils including those within EYFS.

2. Aims of the Policy

This Policy aims to:

- 2.1. Set out how our school supports and makes provision for pupils with SEND;
- 2.2. Explain the roles and responsibilities of everyone involved in providing for pupils with SEND;
- 2.3 Has due regard to, and complies with in so far as they apply, to:
 - Part 3 of the Children and Families Act (2014)
 - Equality Act (2010)
 - The Early Years Foundation Stage Regulatory Framework (2024)
 - SEN and Disability Code of Practice, 0-25 years (2015)
 - The General Data Protection Regulation (GDPR) (2018)

3. Definition

- 3.1. 'A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them...' (*SEND CoP 2015, p. 15 xiii.*)
- 3.2. Special educational provision is underpinned by high quality teaching, in the form of a four-part cycle, the Graduated Approach.

4. Roles and Responsibilities

Detailed on the RASCI Matrix in Appendix 1

5. SEN Information Report

5.1 Areas of Special Educational Needs the school provides for:

- Communication and Interaction, eg. Autism Spectrum Disorder, Speech & Language difficulties

- Cognition and Learning eg. Dyslexia, Dyspraxia, Dyscalculia, Executive Function
- Social, Emotional and Mental Health Difficulties eg. ADHD, Attentional Regulation, Self-Regulation and Emotional Control
- Sensory and/or Physical Needs eg. visual and hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEN and assessing their needs:

Early identification and assessment of SEN is important in ensuring positive long-term outcomes for pupils. Identification is assessed in the following ways:

- The class teacher identifies pupils that are making less than expected progress against their peers, developmental and curriculum targets;
- Pupils' attainment and current skills are assessed on entry through observation, checklist, previous school reports, external agency reports, parental information and expected milestones;
- Dyslexia and SpLD screening is completed for all pupils who don't pass the Phonic Screening Assessments by the end of Year 2;
- Concerns raised by parents/carers of pupils;
- Concerns expressed by pupils themselves.

Dependent on the level of concern and degree of support offered, the pupil is moved to Phase 2 or 3 on the SEND Support Register, which is regularly updated and circulated to staff.

Identification of particular needs of pupils is a collaborative process between school staff, SENCo, pupil and parents, with additional expertise provided as and when appropriate from (but not exhaustive), Educational Psychologists, CAMHS team, Oxfordshire SALT team, independent SALT, Oxfordshire Occupational and Physiotherapy teams, Oxfordshire LEA and Gloucestershire LEA.

5.3 Planning:

The SENCo takes lead responsibility for co-ordinating special educational provision, working with the class teacher, to ensure the consistent implementation of the GASP (Graduated Approach Support Plan) and/or EHCP (Education Health Care Plan).

The SENCo will liaise with the pupil's teachers and parents. The parents may be asked to co-operate with the plan by following defined activities at home. The support and encouragement of the parents are vital. Parents are consulted, either formally in a meeting or informally via other means of communication.

The pupil's views are an integral factor of the process and accordingly pupils are encouraged to participate in decision making about provision to meet their special educational needs. This is considered on an individual basis, considering their age, ability and past experiences.

5.4 The Graduated Approach (assessing and reviewing progress towards outcomes):

The school follows the Graduated Approach and the four-part cycle of **assess, plan, do, review**. The SEND Code of Practice states that, *'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff'*. In Windrush Valley School, class teachers remain responsible for the individual progress of pupils, irrespective of the level of support offered/provided; they provide the first and continuous point of contact for parents.

The school's graduated approach is in 3 broad phases to meet individual need:

Phase 1: **Universal Provision** through High Quality Teaching, ensuring 'Inclusion Strategies' for all pupils, including those with SEND.

Phase 2: In addition to Phase 1, Phase 2 incorporates **Targeted Classroom Support** for some learners, including those with SEND.

Phase 3: In addition to Phase 1 and Phase 2, Phase 3 provides **Specialist Support** for a few learners, including those with SEND. Phase 3 pupils are recorded on the school SEND Support Register. Specialist Support will usually involve 1:1 or small group intervention with the SENCo.

The school uses a range of assessment data to support its identification of SEND and in devising appropriate teaching and support strategies:

- Standardised tests (eg. GL Assessments, CAT4, Assessment Maestro, not exhaustive);
- Educational Psychologists (EP) or Specialist Teacher reports;
- Discussions with parents;
- Observations in lessons;
- In-class assessments;
- SENCo Assessments;

Class teacher implements strategies in response to identified need and then reviews outcomes within a reasonable time frame, usually half termly. Termly review cycles include communication and/or meetings with parents in order that any necessary adjustments to the support programme have their full support.

Where necessary, the level of support may increase to include liaison with outside agencies such as:

- Educational or Clinical Psychologist, or Psychiatric Assessment;
- Full Specialist Teacher assessment;
- CAMHS involvement;
- EHCP request;
- GP review;
- Speech & Language Assessment.

The class teacher will work with the SENCo to carry out a clear analysis of the pupil's needs and will be reviewed regularly. This will draw on:

- Teacher's assessment and experience of the pupil;
- Previous progress, attainment and behaviour;
- Pupil's development in comparison to their peers and national data;

- Pupil's own views;
- Advice from external support services, if relevant.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 School's approach to teaching pupils with SEN:

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High Quality Teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

5.6 Tuition fees for Extra Support [Reception – Year 6 only]:

The following pupils will be charged for specialist support:

- Pupils with an EHCP or specific diagnosis detailing 1:1 or small group intervention.
- Pupils identified as requiring Specialist Support in Phase 3, without an EHCP or specific diagnosis.

5.7 Access to the Curriculum:

The school endeavours to ensure that every child's entitlement to full access of the curriculum at the appropriate level is met. We make the following adaptations to ensure all pupils' needs are met wherever possible:

- Differentiating our curriculum to ensure all pupils are able to access it, eg. by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, eg. laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, eg. giving longer processing times, reading instructions aloud, single instructions, scaffolding and modelling etc.

5.8 Evaluating the effectiveness of SEN provision:

Class teachers and SENCo monitor and evaluate the effectiveness of provision for SEN pupils weekly, by:

- Reviewing/monitoring Phase 2 Classroom Support.
- Reviewing pupils' individual progress towards their goals and targets (termly);
- Reviewing the impact of small group interventions in class (half termly);
- Holding annual reviews for pupils with an EHCP;
- Holding termly meetings with parents and pupils, evaluating progress.

5.9 Enabling SEN pupils to engage in activities available to pupils who do not have SEN:

All of our extra-curricular activities and school visits are available to all our pupils, including before-and-after-school clubs and extended day activities.

All pupils are encouraged to go on our UK and abroad residential trips, however, this is at the discretion of parents.

All pupils are encouraged to take part in our whole school sports day, swimming gala, KS2 performing arts play and Christmas Nativity.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.10 Exam concessions including extra time:

Exam Boards, including SATs, set out the regulations that all schools are required to follow when considering exam concessions. Schools are required to make 'reasonable adjustments' while ensuring that no pupil is given an 'unfair advantage'. The Headteacher will apply these concessions according to need and adherence to DfE regulations. If a laptop and/or a scribe is part of a normal way of working in lessons, then it may be used in examinations.

5.11 Partnership with parents:

The school values the contribution of parents in the process of identifying, assessing and meeting pupil's special educational needs. Parents have the right of access to any information retained by the school including the right to be involved in decision-making.

The school will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These discussions ensure:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty;
- The school considers the parents' concerns;
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are.

Notes of these discussions will be added to the child's record.

The school formally notifies parents when it is decided that a pupil will receive SEN support.

5.12 SEN in-service training:

Training for staff and the SENCo is provided from time-to-time to ensure that staff skill and expertise is maximised in order to meet all identified need extant in the school.

CPD training can take place externally from the school or provided by in-house staff during INSET days.

5.13 Links with other schools, including transfer and transition:

Windrush Valley School accepts pupils aged 3 to 11 years, in accordance with its Admission Policy. When pupils with SEN and Disability are admitted, the previous school is requested to provide details of the pupil's needs and the support programme provided. Where pupils transfer from Windrush Valley to another school, their personal records detailing the support programme

offered and the reasons for this, are forwarded prior to transfer. The SENCo will contact the receiving school in order to ensure the smooth transition of information, including a meeting with the receiving school's SENCo, if necessary.

The SENCo and Headteacher visit maintained, independent and specialist schools within the local area, when necessary, to gain a full understanding of the provision offered to SEN pupils, and admission criteria.

The SENCo may also attend transitional visits with parents and pupils on request.

5.14 Working with external agencies and support services:

We always work proactively and collaboratively with all external agencies.

5.15 Complaints about SEN provision:

Complaints about SEN provision in our school should be made to the SENCo or Headteacher in the first instance. They will then be referred to the school's Complaints Procedure.

Amanda Douglas
Headteacher
January 2026

APPENDIX 1 – Roles and Responsibilities

R Responsible	A Accountable	S Supporting	C Consulted						I Informed					
			Governors		Head Teacher		Deputy Head		SENCo		Class Teachers		Support Staff	
Action			Governors		Head Teacher		Deputy Head		SENCo		Class Teachers		Support Staff	
Help raise awareness of SEND issues at proprietors' meetings.			R	A	C	S	C	S	C	S	C		C	
Monitor quality/effectiveness of SEND, updating issues at proprietors' meetings.			R	A	C	S	C	S	C	S	S		S	
Work with SENCo & Governors to determine the strategic development SEND policy/provision.			C	S	R	A	C	S	C	S	S		S	
Have overall responsibility for the provision and progress of learners with SEND.			I		R	A	I		C	S	I		I	
Overall responsibility for the strategic planning of SEND in school;			C	I	R	A	C	S	C	S	C	I	C	I
SEND Staff Professional Review: <ul style="list-style-type: none"> Assess how the practice & provision of individual staff has developed since accessing CPD training. Assess how changes of practice & provision of individual staff have impacted pupil progress, since accessing CPD training. 			I		R	A	I		C	I	C		C	
Ensure that appropriate resources are available for pupils with short or long-term special needs.			S		S	A	S		R		R		S	
Overseeing the day-to-day operation of the school's SEND policy.			S	I	S	A	S		R		S	C	S	
In relation to Phase 2/3 pupils; SENCo informs & liaises with parents asap and on a regular basis.			I		A		I		R		I		I	
SENCo to work alongside teaching staff & external agencies, identifying the pupil's need.			I		A		I		R		S	C	I	
Coordinating the implementation of SEND provision for SEND pupils.			I		A		S		R		S	I	S	I
Develop & monitor the effectiveness of SEND provision and support measures for Phase 2/3 pupils.			I		A	C	S		R	S	S	C	S	
Secure relevant services for the SEND pupils where necessary.			I		A	C	S		R		S	C	S	
Ensure records, provision and needs of SEND pupils are maintained and kept-up-to-date.			I		A		I		R		I		I	
When a SEND pupils transfers schools, all relevant/SEND information is conveyed appropriately.			I		A		I		R		I		I	
Promoting SEND pupil's inclusion in the school community, accessing the curriculum, facilities & extra-curricular activities.			S		A	R	R		R		R		R	
Advising teaching staff about differentiated teaching methods, appropriate for pupils with SEND.			S	C	A	S	S		R		I		I	
Meet with new staff, as part of their SEND induction training.			I		A		S		R		I		I	
Contributing to in-service training and SEND CPD for teaching/support staff.			I		A	S	S		R		I		I	
The progress and development of every pupil in the class.			I		A	S	S		S		R		R	S
Working with the SENCo, reviewing pupil progress & development, deciding on any changes to provision.			I		A	C	S		S	C	R		S	C
Positively implement the SEND policy, ensuring best outcomes for all pupils, including those with SEND.			I		A	S	S		S		R		S	

Contribute to the GASP (Graduated Approach Support Plan) for pupils with SEND in the class.	I	A	S	S	C	R	S
Positively implement 'whole school SEN' lessons, according to termly timetable.	I	A	S	S		R	S
Working closely with, & to make SENCo aware, of any resources needed for SEND children in class.	I	A	S	S		R	S
Where a pupil's SEN need is identified in a class, class staff will attend essential SEND CPD training.	I	A	S	S	C	R	R
Early identification of SEN in class, utilising the 'Pupil Cause for Concern' form.	I	A	S	S	C	R	I