



POLICY FOR SPECIAL EDUCATIONAL NEEDS, DISABILITIES AND INCLUSION

This policy was approved by the Governing Body on 07.10.25 and will be reviewed annually, or sooner if legislation changes.

¹ The Employer free to determine how to implement.

² The Governing Body or Proprietor free to determine review period.

Aims and Objectives

At St. Oswald's we recognise and value all children as unique individuals. We strive to recognise the child's strengths as well as his/her difficulties and we offer all children opportunities for success. We believe that the promotion of self-esteem is an essential prerequisite for learning and that emotional well-being relates closely to inclusive education. We aim to meet the needs of all children in the school.

Inclusion at St Oswald's means ensuring equal access to learning and participation for all children, including those with SEND, EAL, or who are disadvantaged.

We have a strong tradition of whole-school approaches towards providing inclusive education; we value diversity seeing this as something positive for all the children in the school. We strive to provide a broad, balanced and rich curriculum for all children differentiated to meet individual needs and abilities.

In meeting the individual needs of children we respect the fact that different children may;

- Have different educational and behavioural needs and aspirations
- Learn at different rates
- Respond to different strategies for learning
- Respond differently to different teaching strategies and experiences

Teachers in the school provide the best opportunities for all pupils by;

- Ensuring we embrace the principles of the "quality first teaching" approach for all pupils
- Ensuring the child's participation in the full range of learning activities offered by our school
- Modifying the curriculum content, teaching methods, teaching support, materials and expected outcomes
- Planning for the child's management of his/her behaviour
- Liaising with parents to develop good communication and consistency of approach

This policy is based on the following legislation and guidance:

- Children and Families Act 2014
 - Special Educational Needs and Disability Code of Practice: 0–25 years (2015)
 - The Equality Act 2010, including the Public Sector Equality Duty
 - The Education Act 2011
 - Keeping Children Safe in Education (2025)
 - Mental Health and Behaviour in Schools (DfE, 2018)
 - Statutory Framework for the Early Years Foundation Stage
- Together, these documents outline the duties of schools and local authorities to ensure high-quality, inclusive provision for children with SEND.

Identifying Special Educational Needs

The SEND Code of Practice (DfE April 2015) describes four broad categories of need;

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

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We also recognise many other groups of pupils who may have needs which are not defined as special educational needs but may impact on progress and attainment;

- Attendance and punctuality
- Health and welfare
- Children with English as an additional language (EAL)
- Children with disabilities
- Being in receipt of the Pupil Premium Grant
- Being a Looked After Child
- Able and talented children
- Children at risk of disaffection and exclusion

SEND Support

If a child is identified as having Special Educational Needs they will be added to the school's SEND register to ensure effective provision that will focus on the barriers to learning. Parents will be involved with this decision.

The school follows the graduated approach set out in the SEND Code of Practice: **Assess – Plan – Do – Review**. This cyclical process enables provision to be refined and closely matched to each child's needs. Individual progress, strategies, and outcomes are recorded using a SEND Support Plan or Provision Map, which is reviewed termly in collaboration with pupils, parents, and staff. This ensures support remains responsive, targeted, and effective over time.

The class teacher remains responsible for working with the child on a day to day basis. They retain responsibility even where interventions may involve support teaching away from the main class group. The special needs coordinator (SENCO) will support the class teacher in further assessments of a child's particular strengths and weaknesses. The SENCO will take responsibility for organising and additional or external advice, guidance or support that may be necessary. Currently the SENCO is Kyle Beaty. The Governors have a nominated governor to oversee SEND and currently that person is Romola Acland.

Review of the child's progress will be made regularly and should involve the child, the class teacher, the SENCO and the parents.

The review process should evaluate the impact and quality of support and interventions and should be used to plan what next steps are appropriate. If it is decided that additional support or guidance is required the school will use the SEND Early Help Assessment Form to facilitate that.

If a child has life-long or significant difficulties they may undergo a statutory assessment process. That is usually requested by the school but may be requested by a parent. The decision about referral for an EH&C Plan (Education, Health and Care Plan) will be made at a progress review. A panel of people from education, health and social care will then decide whether a child is eligible for an EH&C plan. Parents have a right to appeal against a decision not to initiate a statutory assessment leading to a EH&C plan. Further information about EH&C plans may be found via the Local Authority website.

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Pupil and Parent Voice

We believe that effective support for pupils with SEND is achieved through strong partnership with parents and active participation by the child. Pupils and parents are encouraged to share their views, contribute to target setting, and take part in review meetings. This co-production approach ensures that decisions about support are informed by those who know the child best. The school seeks regular feedback from families to evaluate and improve SEND provision.

Annual Review of the EHC Plan

All EHC Plans must be reviewed at least annually. The SENCO initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child, who pupils and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA.

The review will be person (child)- centred, looking at:

- progress on actions towards agreed outcomes
- what we appreciate and admire about the child
- what is important to the child now
- what is important to the child in the future
- how best to support the child
- questions to answer/ issues we are struggling with
- action plan

Any amendments to the EHC Plan will be recorded. The SENCO will record the outcomes of this meeting and the Head Teacher will ensure that it is sent to the LA.

Criteria for Exiting SEND Support Plans

A child may no longer require an SEND Support Plan, where they:

- make progress significantly quicker than that of their peers
- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require
- provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage.

Admissions

Pupils with special educational needs will be admitted to St Oswald's Primary School in line with the school's admissions policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having special educational needs. In the case of a pupil joining the school from another school, St Oswald's Primary School will seek to ascertain from parents whether the child has special education needs and will access previous records as quickly as possible. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant

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information and plan a relevant differentiated curriculum. The Admissions policy is available on the school website

When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. On transfer to secondary school the Year 6 teacher and SENCO will meet with the SENCO of the receiving school to discuss SEND records and the needs of the individual pupils. An invitation will be issued for a representative of the receiving school to attend the transition review meeting held in Year 6.

Staff Training and Development

All staff at St Oswald's are committed to developing their knowledge and expertise in supporting pupils with SEND. Regular professional development opportunities are provided through in-house training sessions, external courses, and collaboration with specialist services. Training needs are identified through staff appraisal, classroom observations, and the school development plan. This ensures that all staff are equipped to provide high-quality, inclusive education for every learner.

Working with External Agencies

St Oswald's works in close partnership with a range of external professionals and agencies to meet pupils' individual needs. These include Educational Psychologists, Speech and Language Therapists, Occupational Therapists, specialist teachers from the Local Authority, and health and social care professionals. Collaboration with these services enables the school to provide coordinated and evidence-based support for pupils and their families.

Complaints

If a parent or carer has any concerns regarding the welfare or progress of their child they should in the first instance discuss those concerns with the class teacher. If it is not possible to reach agreement or resolution at that stage an appointment should be made to speak to the SENCO or Headteacher. If concerns remain unresolved the parents or carers will be directed to the school's formal complaints procedure.

Further Information

This policy needs to be read in conjunction with other information and policies available through the school. These include;

- The school offer for SEND and annual SEND information report, published on the school website
- The Local Authority Offer for SEND, a link to the LA site is available on the school website
- The document, "Special Educational Needs and Disability code of practice: 0 to 25 years produced by the DfE and the DoH revised April 2015. A copy is available on the DfE website
- The National Curriculum in England KS1 and " framework document. A copy is available on the DfE website.
- St. Oswald's Overarching Safeguarding Statement
- St. Oswald's Child Protection Policy
- St. Oswald's Behaviour policy
- St. Oswald's policy for Supporting Pupils with Medical Conditions
- St. Oswald's Single Equality policy

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- St. Oswald's Accessibility Plan
- St. Oswald's Complaints Procedure

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