

Special Educational Needs and Disabilities Policy

The Ridgeway CE Primary School
'Building for Life'



Last reviewed:	September 2026
Next review due:	September 2027

Ridgeway School aims to enable each child to seek the highest level of personal achievement. To ensure that this happens, actions taken are regularly monitored and evaluated. These evaluations are used to inform decisions about the future of the school.

Monitoring is the means by which the school gathers information. It is done systematically across a range of activities within the school.

Special Educational Needs and Disability (SEND) Policy

This policy is based on the Local Authority Model Policy for SEND and reflects the Special Educational Needs and Disabilities Code of Practice (2015). It should be read in conjunction with the school's Equality Policy and Behaviour Policy.

At Ridgeway CE Primary School, we are committed to ensuring that the nature of our educational provision is inclusive, responsive and effective.

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SECTION A:

SCHOOL ARRANGEMENTS

A1 DEFINITION AND AIMS

At Ridgeway CE Primary School, we are committed to ensuring that the nature of our educational provision is inclusive, responsive and effective.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional and different to this. This is special educational provision under Section 21 of the Children and Families Act 2014, Section 69 (2) of the Children and Families Act (2014) and Regulation 51, Schedule 1 of the Special Educational Needs and Disabilities Regulations (2014).

A child has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. Within this policy 'school' refers to any before or after school club provision.

A child of compulsory school age 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

Contextual Information

The school is a half form entry Primary School. The proportion of pupils who have SEN and/or disabilities is above the national average for SEN support, and just below the national average for children with Education, Health and Care plans (EHCPs). The proportion of pupils supported by the pupil premium funding is below average.

Aims

The Governors and staff recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We recognise that every teacher is a teacher of every child, including those with SEND. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident, independent individuals.

We aim to

- Identify and provide for pupils who have special educational needs and additional needs
- Work within the guidance provided in the SEND Code of Practice 2015
- Ensure that our curriculum is responsive to all children whatever their individual need
- Promote positive attitudes and individual confidence, ensuring all children experience success
- Identify, assess, record and regularly review pupils' special educational needs
- Encourage parents/guardians to be involved in planning and supporting at all stages of their child's development
- Make effective use of support services
- Ensure access to the curriculum for all pupils

A2 ROLES AND RESPONSIBILITIES

Provision for pupils with special educational needs is a matter for the school as a whole.

Governors

Governors and the Headteacher, have a legal responsibility for overseeing all aspects of the school's work, including provision for children with special educational needs, and for doing their best to ensure that the necessary provision is made for any pupil who has special educational needs. They determine the school's general policy and approach to provision for children with special educational needs and establish the appropriate staffing and funding arrangements.

An appointed Governor from the Governing body is actively involved in self-review, with the Headteacher/SENDCo, of the provision for children with special needs and implementation of the policy within the school.

Special Educational Needs Coordinator (SENDCo)

Our Special Educational Needs Coordinator works closely with all staff, parents and outside agencies ensuring the best possible provision for children with special educational needs.

In line with the SEND Act (Code of Practice 2015), the SENDCo is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with SEND

- Ensuring the involvement of parents and guardians from an early stage of pupils with SEND
- Advising on a graduated approach to providing SEND support, liaising with and advising other members of staff
- Modelling effective classroom practice for teaching pupils with SEND
- Supporting teachers in identifying the barriers to learning and participation and to be aware of which teaching approaches and learning strategies to use
- Advising on behaviour management
- Advising on engaging pupils with SEND in reviewing their own progress
- Providing guidance on the effective deployment of Teaching Assistants (TAs)
- Coaching or mentoring teachers to meet the needs of pupils with SEND
- Disseminating the findings from research on good practice in teaching pupils with SEND
- Recording all interventions in a whole school provision map
- Liaising with other schools, educational psychologists, health and care professionals, and independent or voluntary bodies
- Liaising between outside agencies and support teachers and teachers and TAs within school
- Signposting further sources of support and information
- Maintaining the school's special needs register
- Being a key point of contact with external agencies, especially the Local Authority and its support agencies
- Supporting the professional development of TAs
- Regularly liaising with the governors' representative for SEND
- Advising on the deployment of the school's delegated SEND budget and other resources to meet pupils' needs effectively
- Working with Governors to ensure school meets responsibilities under Equality Act (2010) with regard to reasonable adjustments and access arrangements

Headteacher's Role

The Headteacher has overall responsibility for the management of provision for children with special educational needs, keeps the governing body fully informed and works closely with the SENDCo. The Headteacher is the designated teacher for 'Child Protection', 'Children we care for' (CWCF), and for managing Pupil Premium and CWCF funding which the Governing Body monitors.

Teaching Staff

Teachers and TAs work closely to ensure pupils with SEND needs are met through classroom strategies, planned interventions or individualised programmes of work.

Staff are trained to meet the needs of any pupil with SEND and a positive and sensitive manner is shown to all pupils.

A3 CO-ORDINATING AND MANAGING PROVISION

The SENDCo meets with class teachers to give support and advice. SEND policy and provision are discussed regularly at both staff and Senior Leadership Meetings in order to raise the achievement of children with SEND. Special needs provision is an integral part of the School Development Plan. The SENDCo oversees the provision using provision mapping. Placement of TAs is dependent on the Special Needs requirements and this placement may change as the needs of the children change.

Parents/guardians are kept informed by class teachers and are encouraged to be involved in the support of their child whenever possible. Individual Pupil Profiles are reviewed during extended parent meetings. The SENDCo holds annual review meetings with parents of pupils with Education, Health and Care Plans. The class teacher attends these meetings as well.

A4 ADMISSION ARRANGEMENTS

Ridgeway CE Primary School is a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome in accordance with our [Admissions Arrangements](#).

A5 SPECIALISMS AND SPECIAL FACILITIES

Children's specific needs are discussed with parents/guardians when admission to school is requested. The previous school and support agencies are contacted should this be appropriate. All staff have a responsibility for teaching children with learning difficulties/disabilities and should any specialist advice be required; this will be arranged.

Where a child has a disability the SENDCo and class teachers make sure that all staff are informed about effective management strategies and that other children are made aware as appropriate. Advice is sought from outside agencies on how best to provide for the child's needs and this advice is accessible to the staff working with the child. Arrangements are made to allow as much independence as possible, but with support available as and when necessary (see Health and Safety Policy).

The SENDCo and Governor with responsibility for special needs liaise regularly to discuss provision within the school for all children with SEND. If the school identified that additional funding and support are needed from the Local Authority high needs block, the SENDCo/Headteacher would refer the matter to the Local Authority. The process would follow that identified in the Local Authority's (LA) Local Offer: <https://www.oxfordshire.gov.uk/residents/children-education-and-families/oxfordshire-send-local-offer>

Specialist training among the staff

Staff training is undertaken in various aspects of SEND according to the needs of the children to ensure that the provision made and support given to pupils is appropriate and effective. The training needs of the staff including TAs are reviewed as part of the CPD process in school.

SECTION B: IDENTIFICATION, ASSESSMENT AND PROVISION

B1 ALLOCATION OF RESOURCES

All schools in Oxfordshire receive funding for pupils with SEND in three main ways:

- The base budget (element 1 funding) covers teaching and curriculum expenses as well as the cost of the SENDCo
- The notional SEND budget (element 2 funding) covers the additional educational support required
- Specific funds may be allocated to pupils with Education, Health and Care Plans

B2 IDENTIFICATION, ASSESSMENT AND REVIEW

The progress of the children is assessed at regular intervals by staff as part of the school's tracking process. Where progress is slow, the first response is high quality targeted teaching. Slow progress and low attainment do not necessarily mean that a child has SEND.

All those working with children are alert to emerging difficulties and respond early. In deciding whether to make special educational provision, the SENDCo considers all the information gathered from within the school about the pupil's progress.

Where more specific assessment is needed, the SENDCo may involve other professionals from external agencies. The information gathering will include an early discussion with parents. Parents know their child best and we understand when parents express concerns about their child's development. Consideration of whether special educational provision is required starts with a thorough assessment

of the needs of the child, including the expected progress and attainment in partnership with parents.

When a child is identified as needing SEND support, school employs a graduated approach of Assess-Plan-Do-Review adopting the recommended model for Special Educational Needs as set out in the Code of Practice (DfE 2014). The Local Authority is used as a guide for the identification, assessment and provision for SEND, and the forms provided are used for record keeping. A register of pupils with SEND is kept as a legal requirement. This is kept in line with other school policies regarding confidentiality.

Criteria for identifying SEND may include

- A child's early history and/or parental concern
- Low entry profile
- A pupil's lack of progress despite receiving a differentiated curriculum
- Low achievement i.e. significantly below the level for their age
- Requiring greater attention in class due to behavioural/learning difficulties
- Requiring specialist material/equipment or support for Sensory/physical problems

The SENDCo and the class teacher, together with specialists, and involving the pupils and parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes are agreed and progress reviewed regularly.

Where, despite the school providing SEND support, a child has not made expected progress, school and parents may consider requesting an Education, Health and Care assessment by the Local Authority. The LA will expect to see evidence of the action taken by the school as part of SEND support.

Reviews of children with SEND support are held each long term and led by the class teacher. They provide an opportunity for parents and teachers to discuss their concerns and agree short term targets for the child which are recorded on the child's Pupil Profile.

Provision

Provision for children with SEND is additional to or different from those provided as part of the school's usual differentiated curriculum and strategies. It is a graduated response to children's individual needs. Such provision is recorded on the child's Pupil profile.

Categories of Special Educational Need

Children's needs and requirements fall into four broad areas, but individual pupils may well have needs which span two or more areas. For example, a pupil with general learning difficulties may also have communication difficulties or a Sensory impairment.

- **Communication and Interaction**-Speech, Language and Communication needs
Autistic Spectrum Disorder including Asperger's and Autism
- **Cognition and Learning**-Learning difficulties; Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia
- **Social, Emotional and Mental Health difficulties**- Behaviour reflecting underlying mental health difficulties (e.g. anxiety, depression). Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder
- **Sensory and/or Physical**-Hearing Impairment; Visual impairment; Physical disability; Multi-Sensory impairment

Supporting pupils with medical conditions

Where children with SEND also have medical needs, their provision is planned and delivered in a coordinated way with the healthcare plan. School has regard for the statutory guidance supporting pupils at school with medical conditions (DfE, 2014). See the 'Supporting Pupils with Medical Conditions and Administration of Medicines' policy'

B3 CURRICULUM ACCESS AND INCLUSION

We are an inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

B4 EVALUATING SUCCESS

Parents/guardians, staff and pupils meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success.

The success of the school's SEND Policy and provision is evaluated through

- Monitoring of classroom practice by SENDCo and Subject Leaders
- Analysis of pupil tracking data and assessments for individual pupils and for cohorts
- Value-added data for pupils on the SEND register
- Monitoring of procedures and practice by the SEND Governor three times a year
- School self-evaluation
- Monitoring the quality of Pupil Profiles and review meetings
- The School Development Plan

B5 COMPLAINTS PROCEDURES

If a parent or guardian is concerned about SEND provision for their child, initial contact should be made with the class teacher. A meeting will be arranged, which may include the SENDCo, to discuss the concern. Parents can request an appointment with the SENDCo directly. [SENDIASS](#) (Special Educational Needs and disabilities information, advice and support service) is available to support parents in meetings concerning their child's progress and welfare. They can be contacted on (01865) 810516 or info@sendiass-oxfordshire.org.uk

In the event of a formal complaint concerning SEND provision, parents/guardians are advised to refer to the school's [Complaints procedure](#), which is available on the school website or a paper copy from the school office.

SECTION C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

C1 STAFF DEVELOPMENT

The school is committed to gaining further expertise in the area of Special Needs Education. Current training includes school-based INSET, training sessions for TAs and lunchtime supervisors, SENDCo and TAs group meetings, attendance at County meetings and the reading and discussion of documents on SEND.

Arrangements for the induction of Early Career Teachers (ECTs) and new staff into the school's policy and SEND procedures are detailed in the Staff Handbook.

C2 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 outreach teachers from Communication and Interaction Support service, Speech and Language Therapists, Down's syndrome and complex needs service, Hearing support service, Vision impairment team, Physical disability service, Multi-sensory impairment team, Occupational Therapists, Physiotherapists and Child and Mental Health Service (CAMHS). It also includes the Educational Psychology Service and the Advisory Team for Inclusion (OXSiT). We are committed to using the expertise and advice provided by other professionals. These services are used with the agreement of the parents and arranged by the SENDCo.

C3 PARTNERSHIP WITH PARENTS

The school believes that good communication between parents/guardians and staff is essential so that parents can share their knowledge and expertise about their child. This is important in enabling children with special educational needs to achieve their potential. Parents are always welcome to visit the school to discuss any concerns about their child with the class teacher, at a mutually agreed time. There is opportunity for parents to discuss their child's needs, progress and strengths at Parent meetings that include the Special Needs Review. Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress. Wherever possible, parents are involved in any strategies instigated, and we aim to support parents with their child's difficulties if necessary. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. Information about the SENDIASS is given to parents so they may use it if they wish, and information is available for parents of children with learning difficulties/disabilities in school. Parents have right of access to records concerning their child.

C4 THE VOICE OF THE CHILD

At Ridgeway CE Primary School, we believe that the views of children are very important. All children are involved with the setting of their new targets; this includes children with SEND, who are also involved in the review of their progress and the evaluation of their successes and needs. Through Assessment for Learning (AfL) children are aware of their strengths and know what they need to do in order to make progress.

C5 TRANSFER ARRANGEMENTS

The SENDCo and class teachers liaise over the transfer of pupils with SEND. Placements are considered carefully in order to meet a child's particular needs, and pupils visit their new class before transfer.

Year 6 children transferring to local Secondary Schools have the chance to visit the new school for a day. Representatives from the Secondary Schools visit to talk with the children. The SENDCo and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEND information is gathered together and records transferred to the SENDCo of the new school.

For pupils with Education, Health and Care Plans, the child's plan should be amended in the light of recommendations of the annual review by June the year before transfer to ensure that time is available to make necessary transfer arrangements regarding needs and provision. The SENDCo of the receiving school will be invited to the final annual review in primary schools of pupils with statements or Education, Health and Care Plans where the particular school has been named.

C6 MONITORING AND REVIEW

The Headteacher and SEND Governor monitor the implementation of this policy. This policy is reviewed annually and updated in line with new initiatives together with any streamlining of school processes.