

SEND Policy and Information report

Chadlington CE Primary School



Approved by: Full Governing Board

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and/or disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

We aim:

- To have due regard to the Special Educational Needs and Disability Code of Practice.
- To identify pupils with special educational needs and disabilities as early as possible and that their needs are met.
- To have in place systems whereby teachers are aware of such pupils.
- To provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- To have high ambitions and expectations for pupils with special educational needs and disabilities.
- To be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, local authority and outside agencies.
- To ensure all pupils make effective progress and realise their full potential.
- To ensure all pupils take a full and active part in school life.
- To protect children from the risk of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The Chadlington School SENCO: (Rachel Claridge)

She will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC (Education and Health Care) plans
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (Oxfordshire County Council)(OCC) and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equalities Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor (Georgiana Slack)

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher (Roberta Hornibrook)

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- With the support of the SENCO, write learning plans to share with teaching assistants and parents.
- Ensure learning plans are reviewed and regularly updated.

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction**, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties, PDA (pathological demand avoidance) EBSA (emotionally based school avoidance)
- **Cognition and learning**, for example, dyslexia, dyscalculia, moderate and/or specific learning difficulties
- **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD),
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, dyspraxia
- Moderate/severe/profound and multiple learning difficulties.

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

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 will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We will work closely with Secondary Schools and Nursery settings to ensure smooth transitions for our pupils, arranging additional visits and meetings with them where necessary.

We will liaise with OCC SEN officers to ensure successful transition to new schools.

We will work closely with parents to ensure a suitable secondary setting is found for SEND pupils.

5.6 Our 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 SEND. This will be differentiated for individual pupils.

Early identification is key to our School's approach; teachers, parents and the SENCO work closely to ensure SEND children's needs are identified as early as possible.

We will also provide the following interventions:

- Spirals Language programme for Early Years and KS1 children with communication needs
- Catch up phonics programmes using Read, Write Inc for KS1 and where necessary, KS2 children

- Daily Maths interventions for children needing catch-up programme or on-going support
- Small group/1:1 nurture groups for vulnerable learners
- 1:1 Maths intervention using the Plus 1/Power of 2 scheme
- Precision teaching of spellings
- Fine Motor skills development programme for children in Key Stage 1 and children with dyspraxia
- Rapid Reading “catch-up” programme for Key Stage 2 children.
- Use of the outdoor learning space at KS2. Children with SEND benefit from nurture support opportunities in our greenhouse and outdoor learning experiences. The kitchen area in the Dragons’ Class provides opportunities for all children and is particularly beneficial for children with additional needs.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils’ needs are met:

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

5.8 Additional support for learning

We have 5 full and part time teaching assistants who are trained to deliver interventions such as Read, Write Inc and Spirals.

Teaching assistants will support pupils on a 1:1 basis when they need particular support with lessons or tasks, or if they have EHC plans.

Teaching assistants will support pupils in small groups to ensure SEND children receive the support they need.

We work with the following agencies to provide support for pupils with SEND:

- SENSS (Special Needs Support Service) team (for Communication and Language needs)
- Educational Psychology
- Early Years team
- OCC SEN Officers
- Speech & Language Therapists
- Health Visitors
- SNAST – Special Needs Advisory Teacher (dyslexia assessments)

5.9 Expertise and training of staff

Our SENCO is appropriately qualified for the role.

She is allocated 1 day per week to manage SEND provision.

We have a team of 5 teaching assistants, who are trained to deliver SEND provision.

We use specialist staff for identifying speech & language needs.

Teachers and teaching assistants updated safer handling training in 2025.

5.10 Securing equipment and facilities

We ensure access to laptops to children who may need them (children with dyspraxia/dyslexia).

We ensure equipment and resources are made available to support SEND children as the needs are identified

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact at the end of each intervention
- Using pupil questionnaires
- Monitoring by the SENCO and Headteacher
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHCP (Education and Health Plan)
- Staff meetings dedicated to identifying and monitoring children with SEND.
- Staff develop Learning Plans with the SENCO and record them on the Edukey system online. These are shared and developed with parents and pupils.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

Chadlington is an inclusive school with a strong commitment to ensure all our children have access to our curriculum and the opportunities on offer.

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

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

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

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to become involved in our School Parliament, and to take part in our School performances/film-making projects.
- Pupils with SEND are also encouraged to be part of after-school clubs to promote teamwork/building friendships etc.
- A Family Support worker will provide nurture support to children and their families. (Two 1/2 days per week).
- The Headteacher has attended "Leading Mental Health in Schools" courses during 2020/2021 year.
- The outdoor learning area offers nurture support space for vulnerable and other SEND children.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

Our School works closely with a number of outside agencies; we call on them to provide support and expertise to help us support our SEND children. These agencies include:

SENSS (Special Needs Support Service)

Educational Psychology

Inclusion and Integration team

OCC SEN team

Social Care

Health Visitors

CAMHs (Child and Adult Mental Health Service)

SNAST (Special Needs Advisory teacher – Sally Eccleston)

5.15 Complaints about SEND provision

Complaints about SEND 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 policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the First-Tier SEND Tribunal, which is an independent national tribunal, if they believe that our school has discriminated against their children. For how to appeal email send@justice.gov.uk They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

SEND - The Local Offer

Oxfordshire County Council

County Hall

New Road

Oxford

OX1 1ND

5.17 Contact details for raising concerns

Contact the Headteacher or SENCO in the first instance.

5.18 The local authority local offer:

Our local authority's local offer is published here; <https://www2.oxfordshire.gov.uk/cms/content/contact-special-educational-needs-and-disability-local-offer>

6. Monitoring arrangements

This policy and information report will be reviewed by Bertie Hornibrook and the SEND Link Governor **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions