GREAT ROLLRIGHT C OF E PRIMARY SCHOOL

Special Educational Needs and Disabilities Information - 2025

What is meant by 'special educational needs'? What is meant by a 'disability'?	The school uses the government's official definitions. According to these, a child has a special educational need if they have: • significantly greater difficulty in learning than the majority of others of the same age OR • a disability which prevents or hinders them from using educational facilities of a kind generally provided for others of the same age. A child has a disability if they have a physical or mental impairment which has a substantial, adverse effect on their ability to carry out day-to-day activities on a long-term basis (i.e. a year or more). Not all children with disabilities have special educational needs by these definitions. For example, a child with severe asthma, allergies, or diabetes may count as having a disability but may or may not need special educational provision depending on how their condition affects them at school. In the rest of this report, we will refer to 'special educational needs and/or disabilities' using the acronym SEND.

What kinds of SEND are currently provided for at this school?	In the last 10 years, the school has provided for children with: • Communication and interaction difficulties, such as autistic spectrum disorder, Asperger's Syndrome, and speech and language difficulties • Cognition and learning difficulties, such as Dyslexia and Dyspraxia • Social, emotional and mental health difficulties, such as attention deficit hyperactivity disorder (ADHD) and Pathological Demand Avoidance (PDA) • Sensory and/or physical needs, such as hearing impairments and severe allergies • Complex combinations of the above

What is the school's admissions policy for children with SEND?	Children with an Education, Health and Care Plan (a legal document issued by the county for those with the most complex needs) will always be given a place at Great Rollright if they request one. Children who do not have an EHCP, but have some exceptional medical or social needs that makes it essential that they attend Great Rollright, will be given priority in admissions, provided that this need is supported by written evidence from an appropriate professional person such as a doctor, health visitor, social worker, etc. Children who do not fall into either of these categories but do have SEND will not be disadvantaged in admissions but will have exactly the same chance of admission as children without SEND. Once a child with known SEND has been admitted, we collect information from parents, carers, and their previous educational settings so that we can prepare to support them when they arrive.

Not all children are known to have special educational needs when they start school. How does the school identify these children once they are here?	Our view is that all children have unique learning needs and that many will need personalised provision and extra support at some point in their school lives, whether to overcome a temporary difficulty or to make progress over a longer period. To identify these children, class teachers make regular assessments of progress (academic and social) for all pupils and look out for those making 'less than expected progress,' i.e. progress that • 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 OR • fails to close (or widens) the attainment gap between the child and their peers We also carefully consider input from parents and children themselves about how their learning is going and what difficulties they are having. We then use the Oxfordshire County Council's 'Identifying and Supporting Special Educational Needs' handbook (2020) to decide whether the child would benefit from special educational provision. Children identified as having SEND are placed on our SEND register. Depending on the need, they may remain on the register for a short or long time.

What support is offered to children with identified SEND?	The first level of support is in “Quality First” classroom teaching, as we believe children with SEND should be included in the ordinary classroom environment as fully as possible. Most of our classes have mixed ages and, therefore, a wide range of abilities. Therefore, all staff provide a broad, balanced, and carefully differentiated curriculum to ensure access at all levels. This is fine-tuned and adjusted continually as new specific needs are identified. If additional support is required beyond adjustments to classroom teaching, this will vary according to the child’s needs, but could include: • Use of individual, pair or small group activities to teach a specific skill • Access to suitable individual or small group intervention programmes • Models, images and multi-sensory resources to promote understanding • Any adaptations needed to the physical environment to help with access to learning • Any adaptations needed to the delivery of written information to help with access to learning • A visual timetable is also in place in each classroom When children are withdrawn from the classroom for special activities, we are always aware of the need to do this sensitively.

What specific resources does this school offer for children with SEND?	Resources include: for Communication and interaction needs • The spirals programme (language and social skills group) • Individual social stories • Socially speaking • Lego therapy • Nuffield Early Language Intervention • SLT • Colourful Semantics for cognition and learning needs in Literacy: • Read, Write, Inc. - phonics (individual or group) • Write from the Start (individual handwriting) • Precision teaching (individual word reading) • Reading interventions to support phonics acquisition • Toe by Toe • 1:1 or small group teaching • Word Wasp • Herts 4 learning (KS2) fluency based • Reading between the lines (KS2) comprehension based

	for cognition and learning needs in Maths • Number Box (KS1) • Success@Arithmetic • Plus 1 • Power of 2 maths • Personalised maths interventions to learn basic skills for Social, Emotional and Mental Health needs: • Individual behaviour plan or pastoral support plan • Individual risk assessments • Planning for transition times • Individual and whole class visual timetables • Qualified Emotional Literacy Support Assistant on staff — Talk Time sessions for sensory and/or physical needs: • Disabled toilet, shower and changing facility • Single-storey, fully accessible building • Adaptation of resources or tasks as needed • Weighted blanket • Pencil grips • Cushion pads • Fidget toys • Chewellery • Ear defenders

What support is offered to children with medical needs?	Students with medical needs will be provided with a detailed Healthcare plan, compiled in partnership with the school nurse and parents and, if appropriate, the pupil themselves. Staff who volunteer to administer and supervise medications will complete formal training and be verified by the school nurse as being competent. All procedures for medicine administration adhere to Oxfordshire and Department of Education guidelines.

What outside expertise does this school have access to?	The school can draw on the services of a range of external professionals, including: • Educational Psychologist (directed by the Local Authority to carry out statutory work) • Special Educational Needs Support Service (SENSS). This includes the Physical Disability, Visual Impairment, Hearing Impairment, and Communication and Interaction Team. • The Integrated Therapies Team. This includes Physiotherapy, Occupational Therapy, speech and Language Therapy and Communication and Interaction • School Health Nurse • Health visitors • CAMHS (Child and Adolescent Mental Health Service) • Early help team (early intervention team/social services) As a school, we are happy to work with any agency that enhances provision and support for children with SEND.

How are pupils with SEND helped to access activities outside the classroom?	All our pupils can access our extracurricular activities and school trips, including our before—and after-school clubs. All pupils are encouraged to take our residential trips to Hooke Court and Bushcraft. All pupils are encouraged to participate in sports day, school plays, special workshops, etc. No pupil is ever excluded from participating in these activities because of their SEN or disability. Where necessary, we conduct risk assessments and talk to the children and their parents or carers beforehand to clarify what will happen.
How are pupils with SEND monitored to ensure they are making progress?	Progress for all students is regularly assessed by classroom teachers throughout the year and reported to the headteacher and governing body. In addition, all pupils on the SEND register have an individual Pupil Profile and Education Plan that clearly states strengths and weaknesses and the relevant strategies and interventions needed to work towards achieving personal outcomes. These pupil profiles are reviewed and updated three times a year, and the rates of progress made will inform decisions about the next steps in the child's learning. An Annual Review Meeting must also be held for pupils with an education, health, and care plan. At this meeting, consideration is given to whether the EHC Plan should continue and whether provision/strategies and long-term goals should be maintained or amended.

How does the school involve children with SEND and their parents/carers in decisions about their education?	Pupils and their parents/carers participate in creating the Individual Support Plan and Education and Health Care Plan and in reviewing and updating them three times a year. During these reviews, parents/carers and children are asked (where appropriate) to comment to inform the plan. No child is put on the SEND register or referred to external agencies without prior consultation with parents.
How will the school prepare and support children with SEND when they transfer to high school or a new school?	When children with SEN move to another school, detailed planning for the transition will involve the class teacher and SENDCo. Supported visits to the new school are always encouraged. There will be meetings and telephone conversations between parents, class teachers, the SENDCo and new school staff wherever possible. If a child has an EHCP, the staff from the new school will be invited to attend the final Annual or Interim review to ensure that suitable ongoing targets are set and that they fully understand the teaching styles and methods that best suit the child.

Who is responsible for SEND at the school?	Responsibility is shared as follows: Classroom teachers are responsible for the progress and development of every pupil, including those with SEND. Mrs Tracy Grundy is the school's SEND coordinator (SENDCo). She works with teaching staff to manage and monitor provision for children with SEND. Miss Michelle Hastings, the headteacher, is responsible for the provision and progress of all children in the school, including those with SEND. Ms Allison Dawe is the school governor responsible for SEND issues. She meets regularly with the SENDCo and headteacher and reports to the full governing body.
Where do I go if I have a concern regarding SEND at the school?	First, discussing your concerns with your child with their class teacher is always best. If issues remain unresolved, the matter should be referred to the SENDCo by contacting the school office (01608 737202).

Where can I find more information?	More detail about the school's approach to SEND can be found in these school policies (copies of which are available from the school): Admissions Policy Disability and Access Policy Equality Policy SEND Policy Supporting Children with Medical Conditions Policy Oxfordshire County Council's SEND offer can be found here. Oxfordshire County Council's school guidance on identifying and supporting students with SEND can be found here. Oxfordshire's Family Information Service can be found here. If you'd like to know more about opportunities for children and young people with SEND and their families, support groups or information about SEND, these are listed in Oxfordshire's Family directory can be found here For impartial advice, go to SENDIASS (Oxfordshire's SEND Information Advice and Support Service). The UK government's SEND Code of Practice for schools can be found here.