GREAT ROLLRIGHT CE PRIMARY SCHOOL
Church End, Great Rollright, Oxon, OX7 5SA 01608 737202
Head Teacher – Miss Michelle Hastings

GREAT ROLLRIGHT CE PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY

Adopted: September 2026

Review date: September 2027

Staff responsible: Mrs Tracy Grundy

SEND Governor: Irene Hills

Signed: **Date: September 2026**

Allison Dawe, Chair of the Governing Body

The value of LOVE is visible in every area of school life, and our strong inclusive community is strengthened by our other Christian Values of COURAGE, RESPECT and TRUTH.

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Special Educational Needs Policy contents

1. Introduction
2. Aims
3. Inclusion
4. Equality and Accessibility
5. Identification of SEND
6. Graduated Approach (Assess, Plan, Do, Review)
7. Partnership with Parents
8. Partnership with Pupils
9. Roles and Responsibilities
10. Staff Training and Professional Development
11. External Agencies
12. Complaints
13. Links to Other Policies
14. Monitoring and Review

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1. Introduction

A pupil has special educational needs if they have a learning difficulty or disability that requires special educational provision. This might mean a pupil faces significantly greater learning difficulties than most peers of the same age or has a disability that prevents or hinders access to facilities typically available to others in mainstream schools. Special educational provision refers to additional or different arrangements compared to what is normally provided for pupils of the same age in other schools (Children and Families Act 2014). The Equality Act 2010 states that many children and young people with SEND may also have a disability, and schools must make reasonable adjustments to prevent them from being at a substantial disadvantage compared to their peers. However, not all children classified as disabled will necessarily require this provision. For example, a child with asthma or diabetes might not have special educational needs but still has rights under the Equality Act 2010. We will assess each child as needed and provide suitable support based on their specific needs. This policy should be read alongside the Accessibility Plan and the Medical Conditions in School Policy.

2. Aims

At Great Rollright School, we believe each pupil has unique needs. However, some pupils require more support than others. To help these pupils achieve their full potential, we must recognise this and plan accordingly. We acknowledge that many pupils will have special educational needs at some point in their school career. Many of these pupils may need help throughout their time at school, while others may need extra support only for a short period to address more temporary needs. Great Rollright School strives to provide all pupils with strategies for managing their needs in a supportive environment and to ensure they have meaningful access to the National Curriculum. We aim:

- to enable every pupil to experience success
- to promote individual confidence and a positive attitude
- to ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and adapted and that demonstrates coherence and progression in learning
- to give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- to identify, assess, record, and regularly review pupils' progress and needs
- to involve parents/carers and pupils in planning and supporting at all stages of their development
- to work collaboratively with parents, other professionals and support services including the Educational Psychology Service
- to ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

3. Inclusion

At Great Rollright CE Primary School we are committed to providing an inclusive education in which all children feel welcomed, valued, respected and able to participate fully in school life. We recognise and celebrate diversity and are committed to removing barriers to learning, participation and achievement. We believe all teachers teach pupils with SEND and that high-quality teaching is the first step in responding to pupils with additional needs. Through reasonable adjustments, adaptive teaching, early identification and partnership working, we aim to ensure every child achieves their potential and develops independence, confidence and a sense of belonging.

At Great Rollright, pupils are grouped into mixed-age classes. Because each class has a wide range of abilities, all staff deliver adaptive teaching to ensure access at all levels. The school recognises and values neurodiversity and understands that pupils may experience and process the world differently. We seek to create environments that support pupils with differences in communication, attention, sensory processing, learning and emotional regulation.

We include pupils with specific needs as fully as possible within the standard classroom environment, and, where appropriate, adjust the curriculum. Sometimes, it may be suitable to withdraw a pupil discreetly and work individually with a TA to acquire, reinforce, or extend skills more effectively. For some pupils, intervention programmes are used to improve motor skills or application or to provide support in a particular area, such as spelling. Interventions are usually time-limited, and criteria for participation in such programmes are clearly defined.

Provision for pupils with SEND is intended to enable them to make the greatest possible progress in the context of the National Curriculum and their personal development. Special educational needs are embedded in the school development plan.

4. Equality and Accessibility

At Great Rollright CE Primary School:

- Teaching staff have experience working with a variety of pupils with SEND. Additional training for teachers and TAs is provided when needed and appropriate, especially training to address the specific needs of individual pupils.
- Adapted resources are used to ensure access to the curriculum; resources are easily accessible in the staff room and each classroom.
- All staff are kept well informed about the strategies needed to manage pupils' needs effectively, and we try to ensure that other pupils understand and respond with sensitivity.
- Pupil support aims to foster as much independence as possible within a safe and caring environment.
- We can access the expertise of LA services and other agencies if needed.

- The school has been adapted to provide easy access for wheelchairs, as well as toilet and washing areas.
- We have an Accessibility Plan to minimise barriers to physical and curriculum access and access to information.
- The school has robust systems and policies in place for the safeguarding and promotion of the welfare of children who may be particularly vulnerable.

Accessibility Arrangements

The school complies with the Equality Act 2010 and makes reasonable adjustments to prevent disabled pupils from being disadvantaged.
Accessibility is supported through:

- the school's Accessibility Plan
- adaptations to the physical environment
- access to suitable learning resources
- access arrangements where appropriate
- provision of information in accessible formats

The school is committed to ensuring all pupils can participate fully in school life and the curriculum.

Great Rollright CE Primary School strives to be fully inclusive. All pupils, including those with SEND, are welcomed in accordance with Oxfordshire County Council's admissions arrangements. If a parent wishes their child with an Education, Health and Care Plan (EHCP) to attend a mainstream school, the Local Authority must provide a place unless this would be incompatible with the efficient education of other pupils and there are no reasonable steps that could be taken to prevent this incompatibility.

5. Identification of SEND

The Code recognises two levels of SEND provision:

- SEND support
- Education, Health and Care Plan (EHC Plan).

The school uses Individual Support Plans to record each pupil's identification, assessment, and provision. The school keeps and circulates a register of pupils with SEND to all staff members. Where concern is expressed that a pupil may have SEND, the class teacher and support staff take early action to assess and address the difficulties. The Oxfordshire Guidance, along with other assessment information and observations, is used to decide whether the pupil needs SEND provision.

The school is committed to identifying needs as early as possible. Concerns may be identified through:

- teacher observations
- assessment data
- parental concerns
- pupil voice
- attendance patterns
- behaviour and wellbeing indicators
- information from previous settings
- health and medical information
- screening and standardised assessments
- Early identification allows interventions and support to be implemented promptly and reviewed through the Assess-Plan-Do-Review cycle.

Categories of Special Educational Need

The SEND Code of Practice recognises four broad areas of need: Communication and Interaction, Cognition and Learning, Social, Emotional, and Mental Health Difficulties, and Sensory and/or Physical. Oxfordshire subdivides these into eight categories of need (as set out in the Oxfordshire Guidance):

Code of Practice needs	Categories
Communication and interaction needs	Language Autistic spectrum disorder (ASD)
Cognition and learning	Learning Specific learning difficulties e.g. Dyslexia
SEMH	Social, emotional and mental health difficulties
Sensory and/or physical	Hearing Visual Physical

Mental Health and Wellbeing

The school recognises the close relationship between mental health, wellbeing and educational achievement. Appropriate support may include pastoral provision, nurture approaches, emotional literacy support, referral to external agencies and collaboration with families.

Levels of Provision

SEND Support

If a pupil has not made sufficient progress with high-quality teaching and is deemed to require SEND support, parents are invited to a meeting at school, and the school establishes a process of assessment, planning, and review. Outside agencies may also be contacted to become involved. This could be one of a range of LA or Health Services professionals. They may undertake more specialised assessments and/or observe the pupil. Parental permission is always sought for a formal referral to any external service. Parents are encouraged to attend reviews and to play a full part throughout the process.

Education, Health and Care Plan

Only a very small proportion of pupils require an **EHC Plan**. These pupils are likely to have severe or complex needs that require more specialist advice and support. When the school applies to the Education Authority for an EHC needs assessment, a panel assesses the pupil's needs using detailed input from home, school, and appropriate specialists. If an EHC Plan is in place, it details the outcomes and the amount of support to be put in place. The EHC Plan is reviewed annually by all parties involved in the pupil's support and amended as necessary to reflect changing needs. Within the school, the class teacher, the SENCo, and any outside agencies involved take lead responsibility for planning the support put in place, reflecting the outcome of the EHC Plan and advice from outside agencies. The support is reviewed according to the school's review cycle (see below).

Parents are encouraged to attend reviews and to play a full part throughout the process.

6. Graduated Approach (Assess Plan Do Review)

The SEND Code of Practice (2015) outlines a graduated response to pupils' needs, recognising a continuum of need matched by a continuum of support.

The graduated approach follows four stages:

- Assess
- Plan
- Do
- Review

The cycle repeats as needed to ensure provision remains effective and responsive to changing needs. This response is seen as additional to, or different from, the provision made as part of the school's usual adaptive teaching and strategies.

Review

We review SEND pupils three times a year. Parents and pupils are fully involved. Both will be asked to provide comments, and parents will agree on the targets set.

Annual Reviews

For pupils with an EHC plan, we organise an Annual Review Meeting. During this meeting, we decide whether the EHC Plan should continue and whether provisions or strategies need to be maintained or amended. It may also establish new long-term outcomes. These reviews are typically held during the school day. Parents and all relevant professionals, including those who contributed to the original statement, are invited to attend or submit a written report.

7. Partnership with parents

Staff at Great Rollright will continue to build home/school links and encourage parents to partner in their child's education. Parents are involved from the outset and are encouraged to discuss any concerns with their child's class teacher as they arise. They are also encouraged to participate in reviewing and monitoring the provision and progress.

Parents will receive accurate information when they meet with teachers, ensuring they have a complete picture of their child's skills and abilities, at any level, as well as their child's behaviour at school. They are consulted before outside agencies are involved and are included as far as possible in the strategies implemented. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parent review meetings will be held three times a year; however, parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher and/or the SENCo. We are happy to arrange, wherever possible, for interpreters to be present for parents with a first language other than English. SEND information and leaflets/audio guides are available in several community languages at the school or the **SENDIASS**.

SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) offers a range of support for parents of pupils with SEND, including Independent Parental Supporters (IPS) and parent training on the Code of Practice. IPS advise and support parents of pupils with SEND at any age or stage. Parent Partnership also provides information about mediation services. **SENDIASS** arranges meetings and produces leaflets and audio guides on many aspects of SEND. You can contact them on 01865 810516. Some of their leaflets are available in school.

Oxfordshire Local Offer

The Local Offer provides information about services available to children and young people with SEND and their families.

Further information about services and support available for children and young people with SEND and their families can be found through the Oxfordshire SEND Local Offer: https://www.oxfordshire.gov.uk/children-and-families/oxfordshire-send-local-offer

Information about the school's SEND policy and provision is available on the school website.

8. Partnerships with pupils

All pupils should be involved in decision-making from the beginning of their education, where possible. The way pupils are encouraged to participate should adapt as they mature. Participation in education ensures all pupils have the chance to make choices and recognise that their views are important. Confident young pupils who know their opinions are valued and who can practise making choices will feel more secure and perform more effectively during their school years.

At Great Rollright, we aim to encourage pupils to participate in their learning by:
Contributing to reviews

- Talking to teachers and TAs about their learning
- Whole school, class and individual reward systems

9. Roles and responsibilities

Provision for pupils with SEND is a concern for the entire school. Each teacher must support pupils with SEND in their classroom and recognise that these needs may arise in various learning contexts. All staff share the responsibility of addressing an individual's special educational needs and following the school's procedures for identifying, assessing, and providing for these needs.

Class teachers are responsible for:

- all pupils with SEND in the classroom, and for providing appropriately adapted teaching. They can draw on the SENCo for advice on assessment and strategies to support inclusion
- monitoring the impact of intervention programmes provided for SEND pupils in their class
- making themselves aware of the school's SEND Policy and procedures for identification, monitoring and supporting pupils with SEND
- meeting with parents of pupils with SEND to review progress at least three times a year.

The headteacher has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the special educational needs coordinator
- the deployment of all special educational needs personnel within the school

The headteacher is also responsible for monitoring and reporting to the governors on the implementation of the school's SEND policy and the effects of inclusion policies on the school as a whole.

The Special Educational Needs Coordinator (SENCo) is responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating the provision for pupils with special educational needs
- advising on the graduated approach to providing SEND support
- liaising with the Designated Teacher where a looked-after pupil has SEND
- advising on the deployment of the school's notional SEN budget and other resources to meet pupils' needs effectively
- helping staff to identify pupils with special educational needs
- supporting class teachers in devising strategies, planning interventions, monitoring the impact of interventions, agreeing on outcomes appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- ensuring that teachers are liaising with parents of pupils with SEND so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with early years providers, other schools, outside agencies, health and social care professionals and independent and voluntary bodies
- ensuring that the school's SEND records of all pupils are up to date.
- monitoring and evaluation of the progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end-of-year tests, SATs, etc
- contributing to the in-service training of staff
- liaising with the SENCos in receiving schools and/or other primary schools to ensure a pupil and their parents are informed about options, and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

Teaching Assistants

- should be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies
- work as part of a team with the SENCo and the teachers, supporting pupils' individual needs and the effective inclusion of pupils with SEND
- are provided with the information necessary to support and supervise pupils with SEND throughout the school day

The **governing body**, in cooperation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has appointed a representative who takes a particular interest in this aspect of the school.

Governors must ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practicable and compatible with their needs and the efficient education of other pupils
- they have regard to the requirements of the Special Educational Needs and Disability Code of Practice (2015)
- parents are notified if the school decides to make SEND provision for their pupil
- they are fully informed about SEND issues so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements and oversee the school's work for pupils with SEND
- the quality of SEND provision is regularly monitored

Access to Information

The SENCo ensures that key SEND documentation is readily available to staff, including:

- the SEND Policy
- the SEND Register
- information regarding SEND provision published on the school website
- current Oxfordshire SEND guidance and supporting documentation

Funding and resources

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

the base budget, which covers teaching and curriculum expenses, as well as the cost of the SENCo

- the notional SEND budget (the SEND Index) that is designed to fund the additional support required
- additional specific funds that may be allocated to pupils with an EHC Plan

The headteacher, SENCo and the school's governors regularly monitor pupils' SEND. Resources are allocated according to need. Available resources include ancillary help, teacher time, and materials, and depend on the school's SEND budget. Any money allocated due to statutory assessment is spent according to the terms outlined in the resulting Education, Health and Care Plan. The school is committed to purchasing appropriate resources for pupils with SEND.

Compliance with Statutory Guidance

Great Rollright CE Primary School follows current Oxfordshire County Council SEND Guidance and statutory requirements set out in the SEND Code of Practice (2015) and subsequent updates.

10. Staff Training and Professional Development

Training needs are identified through:

- pupil needs
- performance management
- school development priorities
- SENCo audits

The impact of training is evaluated through classroom practice, pupil outcomes and staff feedback.

The school is committed to constantly improving and updating expertise in SEND
The SENCo attends the partnership SENCo support group meetings
Whole staff in-service training sessions are organised as appropriate to address specific needs within the school.

11. Links with External Agencies

The school works collaboratively with a range of professionals including:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Sensory Support Services
- Social Care
- Health Services

The school has access to a wide range of education, health and social services professionals available in Oxfordshire. This includes outreach teachers from Language Resource Bases, the Service for Autism, the Service for Pupils with Physical Disabilities, the Sensory Support Service, Occupational Therapists, Physiotherapists, Speech and Language Therapists and others. You can contact other health, social services, and voluntary organisations as needed.

Transition and Transfer Arrangements

- SEND records are transferred following county procedures
- There are opportunities for all pupils to visit their prospective Secondary School
- Pupils with SEND are given additional visits, if required, so that they will become more confident in the new situation
- Representatives from local secondary schools are available for consultation before the time for transfer
- For pupils with an EHC Plan, the pupil's outcomes are amended early in the year of transfer. It must be amended in the light of the recommendations of the annual review in Year 5, the parents' views and preferences and the response to consultation by the LA with the schools concerned
- The SENCo of the receiving school, where possible, attends the final review of Year 6 pupils with EHCPs for whom the school has been named
- Representatives from secondary schools visit our school to meet staff and pupils before transfer.

Transfer within the school

- Teachers liaise closely when pupils transfer to another class within the school.
- Meetings are arranged wherever possible among the staff involved in monitoring the pupil's progress
- The Foundation Stage teacher liaises with pre-school settings and staff to discuss pupils with SEND who are about to start school

12. Complaints

Should pupils or parents/carers be unhappy with any aspect of provision, they should discuss the problem with a class teacher first. For a problem that may require thorough exploration, parents/carers are advised to schedule a mutually convenient appointment with the class teacher. Anyone who feels unable to talk to the teacher or is not satisfied with the teacher's comments should ask to speak to the SENCo.

Parents are advised to contact the headteacher if they have a formal complaint. SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) is available to offer impartial advice and support.

13. Links to Other Policies

This policy should be read alongside:

- Accessibility Plan
- Equality Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Attendance Policy
- Supporting Pupils with Medical Conditions Policy
- Teaching and Learning Policy

14. Monitoring and Review

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

- monitoring of classroom practice by the Headteacher, SENCo and subject co-ordinators
- analysis of pupil tracking data and assessment results for individual pupils and cohorts
- value-added data for pupils on the SEND register
- regular monitoring of procedures and practice by the SEND governor
- the School Prospectus, which contains the required information about the implementation and success of the SEND Policy
- the School Development Plan, which is used for monitoring provision in the school
- visits from LA personnel and OFSTED inspection arrangements, which also enable us to evaluate the success of our provision
- frequent meetings of parents and staff, both formal and informal, to plan, assess and review provision and celebrate success.
- surveys of pupil views and school council input

This policy is reviewed annually by the SENCo, Headteacher and Governing Body. It is also reviewed in response to changes in legislation, guidance or school practice.