New Hinksey C.E. Primary School

Living life in all its fullness.

Special Educational Needs and Disabilities (SEND) Policy

Approved by:	**FGB**	**Date: March 2026**
Last reviewed on:	**February 2026**	
Next review due by:	**February 2027**	

Introduction

This document sets out the policy for supporting pupils with SEND at New Hinksey Primary School. It includes information on ways that we will identify, support and monitor students with SEND. The policy shows how the school aims to comply with all relevant legislation and guidance including the SEN Code of Practice 2015, the Equalities Act 2010 and the Children and Families Act 2014. The school's special educational needs co-ordinattor (SENCO) and the headteacher are responsible for implementing the policy.

Legislation

Special Educational Needs and Disability (SEND) Code of Practice

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND

The Special Educational Needs and Disability Regulations 2014, which set out local authorities' andschools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report

The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments forpupils with disabilities

The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

The Governance Handbook, which sets out governors' responsibilities for pupils with SEND

The School Admissions Code, which sets out the school's obligation to admit all pupils whose education,health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Vision

We believe that all pupils should have the opportunity to reach their full potential, irrespective of race, gender, culture, disability or socio-economic background.

We will provide all pupils with access to a broad and balanced curriculum, and we are focused on creating an inclusive environment, where provision is tailored to individual needs and abilities.

Definitions of Special Educational Needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them, i.e. provision different from or additional to that normally available to pupils of the same age (SEND Code of Practice 2015)

They have a **learning difficulty or disability** if they:

- have significantly greater difficulty in learning than most others of the same age; or

- have 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.

Pupils' needs and requirements fall into four broad areas, but individual pupils may well have needs which span two or more areas and their needs may change over time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

AREA OF NEED	
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

Roles and responsibilities

The SENCO

The SENCO at our school is Mrs Emma Clarke. She will:

- work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school.
- oversee the day-to-day responsibility for the operation of the schools' SEND policy.
- provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching.
- advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils.
- be a point of contact for external agencies, including the local authority and its support services, and work with external agencies to ensure that appropriate provision is provided.
- liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned.
- maintain the school's special needs register.
- with the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- with the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.

Governors

The governors of the school, together with the headteacher, have a legal responsibility for overseeing all aspects of the school, including provision for pupils 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.

The SEND link governor is Fiona Hawkins. The link governor will:

- help to raise awareness of SEND issues at governing board meetings
- monitor the quality and effectiveness of SEND 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

The headteacher

The headteacher will:

- work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school.
- work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.
- have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils.
- make sure that the SENCO has enough time to carry out their duties.
- have an overview of the needs of the current cohort of pupils on the SEND register.
- advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review.
- with the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- with the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- with the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

Class teachers

Each class teacher is responsible for:

- planning and providing high-quality teaching that is adapted to meet pupils needs through a graduated approach.
- 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 consider 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 and the SEN information report.
- communicating with parents regularly to:
    - ✓ Set clear outcomes and review progress towards them.
    - ✓ Discuss the activities and support that will help achieve the set outcomes.
    - ✓ Identify the responsibilities of the parent, the pupil and the school.
    - ✓ Listen to the parents' concerns and agree their aspirations for the pupil.

Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- invited to regular meetings to review the provision that is in place for their child.
- asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs.
- given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil.
- Given an annual report on the pupil's progress.

The school will consider the views of the parent or carer in any decisions made about the pupil.

The pupil

- Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:
- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be considered in making decisions that affect them, whenever possible.

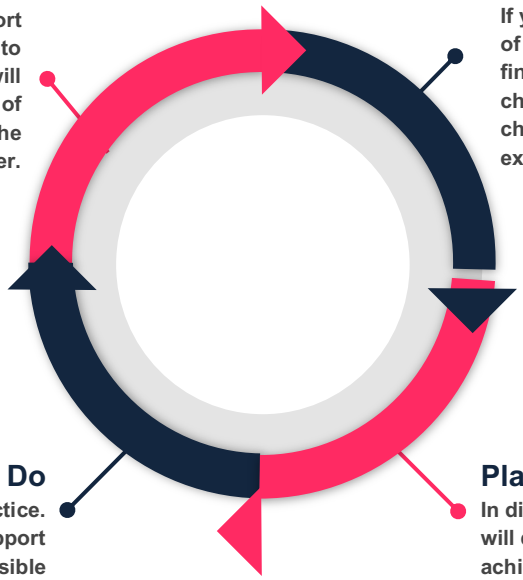
SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

Identifying pupils with SEND and assessing their needs

We will follow the 'graduated approach' to meeting pupil's SEN needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Review

We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.

Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- everyone develops a good understanding of the pupil's areas of strength and difficulties.
- we take into account any concerns the parents have.
- everyone understands the agreed outcomes sought for the child.
- everyone is clear on what the next steps are.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

Expertise and training of staff

Our Special Educational Needs Coordinator (SENCO) is Mrs. Emma Clarke. She has over twenty years' experience as a qualified teacher, and she achieved the National Award in Special Educational Needs in 2023. She is allocated one day a week to manage SEN provision.

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

We have a team of six TAs, including one higher-level teaching assistant (HLTAs) who are trained to deliver SEN provision. Another of our TAs is an Emotional Literacy Support Assistant (ELSA). Our TAs have fortnightly training sessions.

We also work with external support services to meet the needs of our pupils with SEN and to support their families. These include: Speech and language therapists, Vision impaired specialists Educational psychologists, and Child and adolescent mental health services (CAMHS).

Transition arrangements

When children with SEND are moving to a different school (including moving to secondary school), the SENCO will plan to ensure that the relevant information is passed on. The SENCO will endeavor to meet with the SENCO of the new setting to arrange an enhanced transition program to support the needs of all pupils with SEND.

Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with their class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the SENCO in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

Monitoring and evaluation arrangements

Evaluating the effectiveness of SEN provision

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

- Tracking pupils' progress, including by using provision maps
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will regularly evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

Monitoring the policy

This policy will be reviewed by the SENCO **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.