Special Educational Needs and Disabilities Policy 2026-27

Approved By the Local Governing Body: October 2026

Approved by the Trust Board on: 20th October 2026

Next review date: October 2027

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1. Vision, aims and objectives

At Long Wittenham school, we aim to show our love through kindness, determination and curiosity; strengthening ourselves and our community. These core values underpin our approach to supporting and helping to develop all learners in our community to thrive, including those with SEND.

All pupils are different and have individual and unique needs; as such, all pupils need differing levels of support at various points of their school journey. We acknowledge that some pupils will have a Special Educational Need or Disability (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

In particular, we aim to:

- Enable all pupils to experience success;
- Celebrate and value difference and promote individual confidence and positive attitudes;
- Ensure that all pupils, whatever their special educational need or disability, receive appropriate educational provision through a broad and balanced curriculum that is coherent, relevant and builds towards appropriately challenging endpoints;
- Give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate and in line with the school's Equalities Policy;
- Identify, assess, record and regularly review pupils' progress and needs;
- Involve parents / carers and children in planning and supporting as fully as possible;
- Work collaboratively with parents / carers, other professionals and support services;
- Ensure that staff and governors fulfil their responsibility for our SEND provision.

2. Relevant legislation

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

- 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 the responsibilities of Local Authorities and schools for Education, Health and Care Plans (EHCPs), SEN coordinators (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 for pupils 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 guide for academy trusts which sets out trustees' 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 Plan (EHCP) names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- This policy complies with the funding agreement and articles of association for Ridgeway Education Trust.

3. Definitions

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.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most 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 provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across multiple areas, and their needs may change over time.

Code of Practice 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 not understand or use the social rules of communication. This category includes Speech, Language and Communication difficulties and Autism Spectrum Condition (ASC)
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 one 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
Sensory / 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.

4. Roles and responsibilities

Provision for pupils with SEND is a matter for the school as a whole; it is built in, not a bolt on. It is each teacher's responsibility to provide for pupils with SEND and to be aware that these needs might be present in different learning situations.

All staff are responsible for helping to meet a pupil's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet these needs.

Ridgeway Education Trust (RET) Trustees

As Long Wittenham School is part of a Multi-Academy Trust, trustees have strategic and statutory duties for children and young people with SEN and disabilities under the Children and Families Act 2014 and to disabled children and young people under the Equality Act 2010. Trustees are ultimately responsible for:

- Creating an environment in which all pupils can thrive and play a full part in the life of the school;
- Establishing policy and strategy to support schools in addressing the SEN and disability requirements of pupils;
- Ensuring high quality outcomes for pupils with SEN and disabilities;
- Providing support and challenge for school leaders including governors in order to ensure schools provide the best support for pupils with SEN and disabilities.

While overall responsibility for pupils with SEND sits with the full Trust Board, the **Link Trustee for SEND** has specific oversight of this provision and its impact across RET schools. They:

- Champion the trust's support for pupils with SEN and disabilities;
- Ensure that the Trust Board has the information it needs for assurance around the school's practice and the impact of this;
- Liaise with Link Governors for SEND in each school and Executive Leaders as relevant as part of their work to understand the context of SEND policy, provision and practice.

Local Governing Body (LGB)

To support them in meeting their statutory duties, Trustees delegate oversight of SEND provision and practice to Local Governing Bodies (LGBs) and headteachers. LGBs appoint a representative – SEND Link Governor – to take particular interest in this aspect of the school's work.

LGBs have responsibility for making best endeavours to ensure that:

- 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, as 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 Code of Practice for Special Educational Needs (2014);
- Parents / carers are notified if the school decides to make SEND provision for their child;
- They remain fully informed about SEND issues so that they can fulfil their responsibilities for supporting ongoing school self-review;
- They designate a member of staff at the school as having responsibility for coordinating the provision for pupils with Special Educational Needs (the Special Educational Needs Coordinator, SENCo);
- The SEND Policy is implemented and monitored;
- Provision for pupils with SEND is an integral part of school development work, and that the quality of this provision is monitored and evaluated.

Headteacher

The headteacher has overall responsibility for:

- The management of all aspects of the school's work, including provision for pupils with Special Educational Needs and Disabilities;
- Keeping the LGB informed about SEND issues;
- Working closely with the Special Educational Needs Coordinator;
- Setting up appropriate staffing and funding arrangements;
- Monitoring and reporting to LGB about the implementation of the school's SEND Policy and the impact of policies related to inclusion on the work of the school more widely.

Special Educational Needs Coordinator (SENCo)

The SENCo works closely with all staff, the headteacher, parents and outside agencies to secure the best possible provision and outcomes for pupils with Special Educational Needs. They are responsible for:

- Overseeing the day-to-day implementation of the SEND Policy;
- Coordinating provision for pupils with SEND, including arrangements for Alternative Provision where applicable;
- Liaising with, advising and supporting school staff by, for example, advising on the graduated approach to SEND support; supporting identification of special educational needs; setting appropriate targets for pupils; advising on appropriate resources and materials for use by pupils with SEND; and advising on deployment of additional adults or classroom personnel;
- Monitoring and evaluating the progress of pupils with SEND through the use of assessment information;
- Contributing to the ongoing professional development of all staff around SEND;
- Maintaining the school's SEN register and ensuring records are kept up-to-date;

- Ensuring that parents and carers are informed of the strategies being used to support their child and are involved as partners in the process;
- Being a key point of contact and liaison for external agencies and organisations as required, including, for example, feeder Early Years and primary settings; the Local Authority; health and social care professionals; Educational Psychologists, and potential and next stage providers of education;
- Advising on the deployment of the school's notional SEN budget and other resources, including additional adults, to meet pupils' needs effectively, and overseeing and coordinating requests for additional funding from the Local Authority as required;

Teachers

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

They have responsibilities at each stage of the assess – plan – do – review cycle, detailed below, including:

- Using their assessment and experience of a pupil – including their behaviour, attainment and progress – to support identification of need;
- Working with the SENCo, parents / carers, and pupil, as appropriate, to agree adjustments, interventions and support which will be put in place;
- Remaining responsible for working with children with SEND on a daily basis;
- Working closely with teaching assistants, specialist staff and SENCo to plan and assess the impact of support and interventions and how these can best be linked to classroom teaching;
- Contributing to evaluating the impact of support and interventions.

Teaching Assistants

Teaching Assistants (TAs) are responsible for:

- Being aware of the school's SEND Policy and how this is implemented, including the procedures for identifying, assessing and making provision for pupils with SEND;
- Using agreed mechanisms for giving feedback to teachers about pupils' responses to tasks and strategies;
- Working within a team including SENCo and teachers to support the school in meeting pupils' individual needs and ensuring they are effectively included within the classroom.

Parents / carers

Parents / 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 3 meetings a year to review the provision that is in place for their child and the impact of this on their progress;
- 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.

The school will take into account the views of the parents or carers in any decisions made about the pupil.

Pupils

Where appropriate for their age, pupils will be given the opportunity to provide information and express their views about their additional needs and the support they are provided. 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

Pupil views will be taken into account in making decisions that affect them, whenever possible and appropriate.

5. Our approach to SEN Support

5a. Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better their previous rate of progress;
- Fails to close the attainment gap between them and their peers;
- Widens any gaps in attainment.

This may include progress in areas other than attainment; for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with targeted, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCo to have an initial discussion about whether this lack of progress may be due to a special educational need and any additional support that may be beneficial.

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

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, 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/carers. 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.

If a pupil is joining the school, and their previous setting has already identified that they have SEN, they are known to external agencies and / or they have an Education, Health and Care Plan (EHCP), then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

The school recognises that meeting the needs of some pupils requires a coordinated multi-agency approach. Where appropriate, the school may engage with Early Help services and work alongside external agencies to support children and families at the earliest opportunity.

5b. Consulting and involving pupils and parents / carers

The school will put the pupil and their parents/carers 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/carers. These conversations will make sure that:

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

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

5c. Graduated approach to SEN Support

The SEND Code of Practice (2014) sets out the need for schools to take a graduated response to meeting the needs of pupils, recognising that there is a continuum of need matched by a continuum of support. Where a child has a need that is **additional to** or **different from** the provision made as part of the school's usual inclusive curriculum and teaching strategies, they may be added to the school's SEND register as requiring SEN Support. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher, and the SENCo where appropriate, will analyse the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention or some form of additional support / provision.

2. Plan

In consultation with the parents/carers and the pupil, the teacher and the SENCo will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Arbor, and will be made accessible to staff in a pupil profile document.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class teacher retains overall responsibility for the timetabling and delivery of interventions, the access arrangements for assessments and the pupil's progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

With support from the SENCO where needed, the class teacher will continue to assess the pupil's particular strengths and weaknesses in order to ensure support is implemented effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed to timescales agreed at the start of this process. The teacher and SENCo will then revise the intended outcomes

and planned support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

5d. Levels of support:

SEN Support

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.

Education, Health and Care Plan (EHCP)

Only a very small proportion of pupils require an EHCP. These pupils are likely to have severe or complex needs that require more specialist advice and support. When the school applies to the Local Authority (LA) for an EHCP, the needs of the pupil are assessed by a panel using detailed input from home, school and appropriate specialists. If an EHCP is given it details the outcomes and support to be put in place.

5e. Evaluating the effectiveness of SEND provision

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

- Monitoring of classroom practice by the SENCo and other leaders / teachers
- Analysis of pupil tracking data, including attainment and attendance data, for both individuals and groups
- Monitoring of procedures and practice by the SEND link governor
- The School Development Plan and self-evaluation
- Monitoring of the quality of Learning Plans and review meetings
- Ongoing meetings between parents and staff, both formal and informal, to plan outcomes, revise provision and share successes
- Stakeholder surveys, including those of parents and pupils.

6. Admission arrangements

Long Wittenham Primary strives to be a fully inclusive school. It acknowledges the range of issues that children and young people may face during their development. All pupils are welcome, including those with SEND, in accordance with our Admissions Policy. In line with the Education Act 1996 (section 316), if a parent wishes to have mainstream provision for a child with an Education, Health and Care Plan, the Local Authority must provide a place unless it is incompatible with the efficient education of other pupils and there are no reasonable steps that can be taken to prevent the incompatibility.

Please see our Accessibility Plan, available on our school website, which provides detailed information about the steps we take to ensure children with disabilities are able to play a full role in the life of the school.

7. Arrangements for complaints

Should parents / carers have concerns about any aspect of SEND provision for their child, initial contact should be made with the class teacher to discuss concerns and plan ways forward. If this does not resolve the issue, a follow up meeting will be arranged, which may include the Headteacher and/or SENCo. In the event of a formal complaint about SEND provision, the arrangements outlined in the Ridgeway Education Trust Complaint Procedure, available on the school website, should be followed.

The Oxfordshire Special Educational Needs and Disability Information, Advice and Support Service, SENDIASS, is able to offer advice where parents / carers have concerns about SEND provision. They can be contacted through their website (www.sendiass-oxfordshire.org.uk/) or by phone on 01865 810516.

8. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group. Please see our Child Protection and Safeguarding Policy for further details on how we go about this aspect of our work.

9. Links with external professional agencies

The school recognises that it will not be able to meet all of the needs of every pupil. Where necessary, the school will work with external support services such as:

- Speech and language therapists;
- Specialist teachers or support services;
- Educational psychologists;
- Occupational therapists, speech and language therapists or physiotherapists;
- General practitioners or paediatricians;
- School nurses;
- Child and adolescent mental health services (CAMHS);
- LCSS including Early Help services;
- Social services.

10. Links with other policies and documents

This policy links to the following documents:

- SEN Information Report, which is updated each year or as soon as possible after any changes to the information it contains;
- The Oxfordshire Local Offer (Oxfordshire SEND local offer | Oxfordshire County Council);
- The school's Accessibility Plan;
- Behaviour Policy;
- Equality Information and Objectives;
- Supporting Pupils with Medical Needs Policy;
- Attendance Policy;
- Child Protection and Safeguarding Policy.