Woodstock CE Primary

Hand in hand we...
Love | Learn | Flourish

Policy for:

Special Educational Needs

		Date
Reviewed by:	SLT	Dec 2025
Authorised by:	C&P	Spring 2026
Date for next review: (or earlier should legislation require it)	Spring 2027	

Change Log	
Reviewed	

Woodstock CE Primary

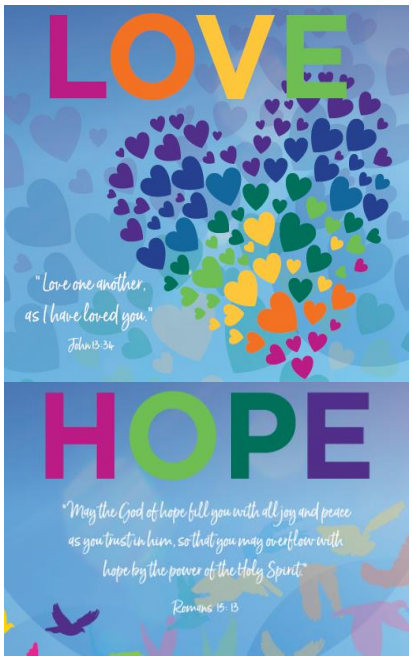
Hand in hand we…
Love | Learn | Flourish

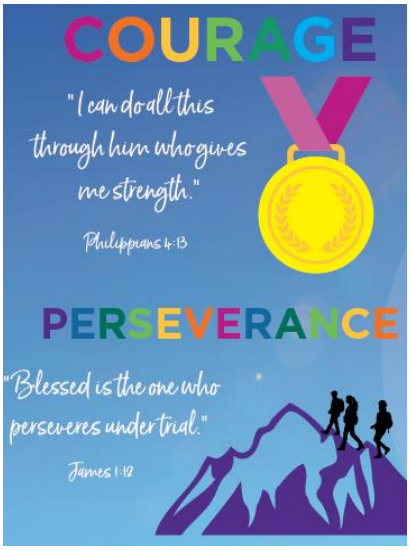
Our Christian Vision & Values

Our Christian vision states that we:
Clear a path for a lifelong journey of exploration and growth, through an innovative and challenging curriculum, inspiring all in our community to be courageous advocates and global citizens. Everyone can find their light and shine it brightly. Hand in hand, we love, learn and flourish together.

'In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven.' 'Let your light shine' Matthew 5:16

Our core Christian values allow us to deliver the Christian vision:





Policy for Special Educational Needs

THE SCHOOL'S INCLUSION STATEMENT

A SCHOOL ARRANGEMENTS

1. Legislation & Guidance
2. Definitions
3. Roles and responsibilities
4. Co-ordinating and Managing Provision
5. Admissions Arrangements
6. Specialisms and Special Facilities

B IDENTIFICATION, ASSESSMENT AND PROVISION

1. Allocation of Resources
2. Identification, Assessment and Review
3. Curriculum Access and Inclusion
4. Nurture Group Provision
5. Provision for Children with EAL
6. Evaluating Success
7. Arrangements for Complaints

C PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

1. Partnership with Parents
2. The Voice of the Child
3. Links with Other Agencies, Organisations and Support Services
4. Links with Other Schools and Transfer Arrangements
5. Staff Development and Appraisal

POLICY FORMATION AND REVIEW

The School's Inclusion Statement

This policy has been written in line with the expectations and guidelines of the Special Educational Needs and Disabilities Code of Practice 2014.

The Governors and staff at Woodstock CE Primary School are committed to meeting the educational needs of all our pupils through the provision of challenging and exciting experiences. We celebrate their diversities and differences by embracing an inclusive ethos throughout the school. We recognise that quality learning takes place when we motivate pupils, promote their self-esteem and develop the skills and aptitudes they require to enable them to make their way as lifelong learners.

We understand the importance of finding out the perceptions and feelings of children, and encourage them to be actively involved in their own learning. We value working in partnership with parents, children, and outside agencies to ensure the best provision possible.

We believe in equality of opportunity and in providing pupils with a broad, balanced and relevant education through a graduated approach of action and intervention.
Teachers take account of the special educational needs presented by the children they teach and make provision to support individuals or groups of children through their planning. This will ensure that all children are able to access and participate fully in the curriculum. Some children may require additional or different help from that given to other children of the same age.

Children may have special educational needs at any point during their school career. These may last throughout the time a child is in school, or may present for a given period, after which, often as a result of intervention strategies employed to support the child, no particular action is required. Teachers take account of the type and extent of the difficulties experienced by individual children in their short-term planning.

Our Christian Vision

Clear a path for a lifelong journey of exploration and growth, through an innovative and challenging curriculum, inspiring all in our community to be courageous advocates and global citizens. Everyone can find their light and shine it brightly. Walking hand in hand, we love, learn and flourish together.

'In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven.'

'Let your light shine' Matthew 5:16

Our Values

These are our Christian values, the tools that allow us to deliver the Christian vision:

Value	Bible Reference
Love	• "Love one another, as I have loved you." John 13:34
Hope	• "May the God of hope fill you with all joy and peace as you trust in him, so that you may overflow with hope by the power of the Holy Spirit." Romans 15:13
Courage	• "I can do all this through him who gives me strength." Philippians 4:13
Respect	• "So in everything, do to others what you would have them do to you." Matthew 7:12
Honesty	• "Let us not love with words or speech but with actions and in truth." 1 John 3:18

Perseverance	• "Blessed is the one who perseveres under trial." James 1:12

The **specific aims** of our SEND Policy are as follows:

- To identify pupils with SEND and disabilities and ensure that their needs are met.
- To ensure that children with SEND and disabilities join in with all the activities of the school
- To ensure that all pupils make the best possible progress
- To ensure that parents are informed of their child's special needs and provision and that there is effective communication between parents and school
- To ensure that pupils express their views and are fully involved in decisions which affect their education where appropriate.
- To promote effective partnership and involve outside agencies when appropriate.

The success of the school's SEND Policy will be judged against the aims set out above, measured by:

- Objective measures of pupil progress, for example class literacy and numeracy and science tracking sheets, SATs at the end of KS1 and KS2 as well as PUMA and PIRA tests at three points each year.
- Feedback from parents at review meetings and at parent - teacher consultation meetings.
- Discussion with pupils.
- Discussion with teachers and teaching assistants.
- Evaluation by outside agencies involved with the school, including the LA and OFSTED

The Governing Body will ensure that it makes appropriate special educational provision for all pupils in need, through monitoring by the SEND Governor. The Governors agree with the LA admissions criteria which does not discriminate against pupils with SEN or disabilities, and its Admission Policy has due regard for the guidance in the Code of Practice.

A School Arrangements

A1: LEGISLATION & GUIDANCE

This 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 SEND

The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' 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 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 Handbook, which sets out governors'/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 (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs,

A2: 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 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.

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.

A3: ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the school. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

The **Governing Body** in co-operation 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 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 practical 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 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 **SEND link governor** has responsibility for:

The SEND link governor is Rebecca Perkins

The SEND 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** has responsibility for:

- The management of all aspects of the School's work, including provision for pupils with special educational needs and disabilities.
- Keeping the Governing Body informed about SEND issues.
- Working closely with the Special Educational Needs Co-ordinator.
- The deployment of all special educational needs personnel within the school.
- She also has overall responsibility for monitoring and reporting to the governors about the implementation of the School's SEND Policy and the effects of inclusion policies on the school as whole.

The **Special Educational Needs Co-ordinator** (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.
- Ensuring that an agreed, consistent approach is adopted.
- Liaising with, and advising other school staff.
- Helping staff to identify pupils with special educational needs.
- Carrying out detailed assessments and observations of pupils with specific learning problems.
- Supporting class teachers, where appropriate, in devising strategies, agreeing actions, setting targets 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.
- Liaising closely 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 outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents.
- Maintaining the School's SEND Register and records.
- Analysing attendance data for pupils on the SEND Register (December, April, July). Taking appropriate follow-up action including involvement of parents, Educational Social Worker.
- Assisting in the monitoring and evaluation of progress of pupils with SEND using existing school assessment information, e.g. class-based assessments/records, end of year QCA tests, SATs, etc.
- Contributing to the in-service training of staff.
- Liaising with the SENCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other.
- Taking part in county SEND moderation.

Class teachers are responsible for:

- Including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCO for advice on assessment and strategies to support inclusion.
- Making themselves aware of the School's SEND Policy and procedures for identification, monitoring and supporting pupils with SEND.

- Giving feedback to parents of pupils with SEND.
- Monitoring attendance of pupils with SEND. Alerting the SENCO to any trends/concerns.

Teaching Assistants work as part of a team with the SENCO and the teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEND within the class. They play an important role in implementing support strategies and monitoring progress toward the achievement of targets. They contribute to review meetings and help pupils with SEND to gain access to a broad and balanced curriculum.

TAs 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.

Lunch Time Supervisors are given any necessary information relating to the supervision of pupils at lunchtime. They may meet the SENCO to discuss support strategies and other issues for particular pupils.

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 termly 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 take into account the views of the parent or carer in any decisions made about 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 taken into account in making decisions that affect them, whenever possible.

A4: Co-ordinating and Managing Provision

At Woodstock CE Primary School:

- Sharing of expertise is welcomed and encouraged.
- Special educational needs and disability is a key focus on the Raising Achievement Plan.
- SEND is an item on weekly staff meeting agendas or the main item of a meeting.
- The SENCO meets formally with teaching assistants regularly each term to review progress and/or deliver training.

- The SENCO ensures that regular meetings are held, normally once a term, to review targets and provision, and that parents are invited.
- There is daily informal contact between all staff to monitor individual pupils and to discuss concerns.
- Pupils are involved as far as practicable in discussions about their desired outcomes, targets and provision.
- The SENCO ensures that the following information is easily accessible to staff:
  - The School's SEND Policy
  - The SEND Register
  - An overview of SEND provision from the School Prospectus
  - The school's internal arrangements for SEND, including a clear description of the responsibilities of all staff
  - Records of all pupils identified as having SEND. Individual pupil's SEND files contain copies of the pupil's interventions, moderation descriptors and other relevant information.

A5: Admission Arrangements

Woodstock CE Primary School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with SEND, in accordance with the Local Authority Admissions Policy. If a parent wishes to have mainstream provision for a child with an EHCP the Local Authority must provide a place unless this is incompatible with the efficient education of other pupils, and there are no reasonable steps that can be taken to prevent the incompatibility.

A6: Specialisms and Special Facilities

At Woodstock CE Primary School:

- All teaching staff are experienced teachers who can teach pupils with SEND. Additional training for teachers and TAs is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil.
- Differentiated resources are used to ensure access to the curriculum; resources are easily accessible.
- 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 encourage as much independence as possible within a safe and caring environment.
- We have access to the expertise of Local Authority services and other agencies if required.
- The school has disabled access, parking and suitable toilet facilities.

B Identification, Assessment and Provision

B1: Allocation of Resources

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

- The base budget which covers teaching and curriculum expenses, as well as the cost of the SENCO.
- The delegated SEND budget (the SEND Index) that funds the additional support required.
- Specific funds that are allocated to pupils with Personal Education Health and Care Plans (EHC Plans).
- Other specific funds, for example Standards Fund allocations, Pupil Premium.

The Headteacher, SENCO and the governors of the school regularly monitor the needs of pupils with SEND. Resources are allocated according to need. The resources available include SNAST support, TA support, teacher time and materials, and these are dependent on the School's SEND budget. Any money allocated as part of an EHC Plan is spent according to the terms outlined in the Plan. The school has a continuing commitment to purchase appropriate resources for pupils with SEND.

Woodstock CE Primary School follows Local Authority guidance, as laid out on the County's website to ensure that all pupils' needs are appropriately met.

B2: Identification, assessment and review

The SEND Code of Practice 2014 outlines that a pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

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, and Sensory and/or Physical.

Code of Practice Needs	Categories
Communication and Interaction	Language Autistic spectrum disorder (ASD)
Cognition and Learning	Moderate Learning difficulties Severe Learning difficulties Profound and Multiple Learning difficulties Specific learning difficulties e.g. Dyslexia, Dyscalculia, Dyspraxia.
Social, Emotional and Mental Health difficulties	Social difficulties Emotional difficulties Mental Health difficulties
Sensory and/or Physical	Hearing Visual Physical

PROVISION

At Woodstock School we use our best endeavours to ensure each pupil who is identified with Special Educational needs gets the support they need. All teachers review their Pupil Progress data with the

headteacher and SENCO each term, this allows staff to have a professional dialogue about all children. These meetings help us to identify pupils who need extra support to help them make good progress. Teachers and the SENCO can then plan the best resources and strategies to support individuals. These interventions and resources are recorded on a termly Provision Map.

Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents 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.

Plan

In consultation with the parents 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, TES Edukey, and will be made accessible to staff in a Pupil Profile.

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

Do

The pupil's class or subject teacher retains overall responsibility for their 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.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

Annual Reviews

For pupils with EHC Plans, an Annual Review Meeting has to be held in addition to the regular termly reviews. At this meeting, consideration is given to whether the Plan should continue, and whether provision/strategies should be maintained or amended. It should set new long-term outcomes for the following year. Annual Reviews are normally held during the school day. All relevant professionals, including those who contributed to the original Plan, are invited to attend or submit a written report.

B3: Curriculum access and inclusion

Pupils are grouped in classes according to age and/or ability. As there is a wide range of ability in each class, all staff provide a creative, engaging and challenging curriculum suitable for all the pupils, to ensure access at all levels.

Any pupils with needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a pupil sensitively, to work individually with a TA or the SENCO in order to acquire, reinforce or extend skills more effectively. For some pupils, withdrawal sessions may be used to improve motor skills or application, or to give support in a particular area, for example spelling. Withdrawal programmes are normally time-limited and criteria for inclusion in such programmes are clearly specified.

Provision for pupils with SEND is intended to enable them to make the greatest possible progress in the context of the National Curriculum and in their personal development.

B4: ELSA Provision

At Woodstock CE Primary we believe that doing well at school is an important factor for the healthy development of children. At school, children need to be able to cope with many situations. They try out and learn new skills, cope with change, face problems, make and keep friends, care about other people, know when things are right and wrong, and make positive choices. Children, like adults have different capacities to cope, and for some children, expectations can sometimes be overwhelming! To meet the needs of these children, we extended our range of intervention programmes to include ELSA for pupils in Year 3 to 6.

ELSA provides a small and emotionally secure, supportive environment where each child is valued, understood and has their emotional and social needs met appropriately. Individuals are offered a weekly session with Teaching Assistant, enabling children to build trust and confidence with the adult and to develop key strategies for play, interaction, engagement or regulation. Blocks last for 6 to 8 weeks and children can be offered further blocks as they progress through school.

B5: English as an Additional Language Policy

At Woodstock CE School we:

- Recognise the child's mother tongue - this doesn't mean they have 'no' language, they have a different language/s.
- Value cultural differences and foster a range of individual identities.
- Boost pupils' self-esteem - remember, they have the potential to become bilingual adults.
- Understand it takes time to become fluent in an additional language, with a good command of the range of language needed for academic success.
- Accept that literacy in a home or community language can support English literacy - there are cultural, social and technical variations in literacy in different contexts.

Identifying Pupils' Strengths:

- Pupils from other language backgrounds have a wide variety of cultural, linguistic and educational experiences.
- We recognise the cultural differences brought by the pupil to the class as a bonus and use this in our teaching.

Expectations

As a school we have high expectations of all pupils and expect pupils to contribute to discussions giving more than one-word answers. Most bilingual pupils are capable of high achievement, even when they are beginners in English. The literacy goals in English are the same for all pupils; many bilingual pupils will also become literate in one or more other languages. The process of becoming literate in either a first or an additional language has both similarities and differences and we understand that knowledge of the features of the child's mother tongue can help.

Through our Teaching and Learning Strategies we aim to:

- Ensure that EAL pupils are set appropriate and challenging learning objective.
- Recognise that EAL pupils need more time to process answers.
- Talk about language and literacy with peers and adults as this is essential - it helps pupils to use their home language when talking about literacy, even when their goal is literacy in English.
- Allow pupils to use their mother tongue to explore concepts.

- Give newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand much more English than they use - this will pass if their self-confidence is maintained).
- Group children - to ensure that EAL pupils hear good models of English, wherever possible, they should be grouped with higher-attaining children when oral work is being undertaken.
- Bilingual support from either fellow professionals or from volunteers (such as parents) is invaluable in supporting pupils learning EAL, to ensure that they understand the concepts and vocabulary.
- Use collaborative learning techniques - encourage children to work together in pairs and small groups, to discuss their work and possibly produce a joint piece of work or report for the class; this is a valuable strategy for promoting learning for EAL pupils. It is beneficial to allow EAL pupils to work together, so that they can discuss their work in their mother tongue before using English.

B6: Evaluating success

The success of the School's SEN Policy and provision is evaluated through:

- Monitoring of classroom practice by the SENCO and subject co-ordinators.
- Analysis of pupil tracking data and test results:
  - for individual pupils
  - for cohorts
- Termly monitoring of procedures and practice by the SEND Governor.
- The Governors' Annual Report to parents, which contains the required information about the implementation and success of the SEND Policy.
- The school's annual SEND review, which evaluates the success of our policy and sets new targets for development.
- The Raising Achievement Plan, which is used for monitoring provision in the school.
- Visits from Local Authority 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 strategies and targets, revise provision and celebrate success.

B7: Arrangements for complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with their child's class teacher in the first instance. 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. For a problem that might need time to explore fully, parents/carers should make an appointment rather than rushing the discussion early in the morning before school.

In the event of a formal complaint parents are advised to contact the Headteacher or a governor, if they prefer. The Oxfordshire Parent Partnership Service is available to offer advice.

C Partnership Within and Beyond the School

C1: Partnership with parents

The staff at Woodstock CE Primary School will continue to promote links between home and school, and encourage parents to be partners in the education process. Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever 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 strategies instigated. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parent consultation meetings are held three times a year in the Autumn, Spring and Summer terms, but 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 or SENCO.

We use our Community Space to provide workshops and courses for parents of pupils where parents have identified a need and are seeking support. The professionals who provide this are wide ranging and cover areas of mental health and wellbeing, sleep, nutrition, behaviour management and emotional regulation and engaging with children's learning.

Oxfordshire Parent Partnership Service (OPPS) provides a range of support for parents of pupils with SEN, including Independent Parental Supporters (IPS) and parent training about the Code of Practice. IPS give advice and support to parents of pupils with SEND at any age or stage. Parent Partnership also gives information about mediation services. OPPS arranges meetings and produces leaflets and Audio guides about many aspects of SEND. They can be contacted on 01865 810541. Some of their leaflets are available in school.

A guide to the Local Offer for SEND provision in Oxfordshire is available in school, plus the School's SEND Policy, information about the Code of Practice, the SEND Tribunal and how to contact the Local Authority. Parents are welcome to request any of these publications.

C2: The voice of the child

All pupils should be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. Confident young pupils, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the school years.

At Woodstock CE Primary School, we encourage pupils to participate in their learning by:

- Contributing to reviews and target setting by sharing their desired outcomes (formally or informally).
- Talking to TAs and teachers about their learning.
- Class and individual reward systems.

C3: Links with other agencies, organisations and support 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, Service for Pupils with Physical Disabilities, Sensory Support Service, Occupational Therapists, Physiotherapists, Speech and Language Therapists and others. It also includes the Educational Psychology Service and the Advisory Team for Inclusion (OXSIT). We are committed to using the expertise and advice provided by other professionals. The school belongs to the Oxfordshire Quality Schools Association and has access to their advisory teams, resource centres and in-service training programme.

C4: Links with other schools and transfer arrangements

Transfer and links with other schools

- SEND action records are transferred following county procedures.
- There are opportunities for all pupils to visit their prospective Secondary School prior to transfer day.
- Pupils with SEND are offered 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 of SEND, the pupil's plan is amended by 15 February of 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 Local Authority with the schools concerned.

- The SENCO of the receiving school, where possible, attends the final annual review of Year 6 pupils with an EHC Plan for whom the school has been named.

Transfer within the School

- Teachers liaise closely when pupils transfer to another class within the school.
- Meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress.
- There are close links between the school and the pre-school; the pre-school leader meets teaching staff to discuss pupils with SEND when they are about to start school.

C5: Staff development and appraisal

- The school is committed to developing expertise in the area of SEND.
- There are regular training sessions for teachers and TAs.
- When possible, the SENCO attends the partnership SENCO support group termly meeting.
- Whole staff in-service training sessions are arranged as appropriate, in response to needs within the school.
- Reading and discussion of documentation, and SENCO/teacher meetings are part of staff development, as well as a time to share information.
- The SENCO and other staff attend County meetings and INSET when relevant.
- Newly appointed teaching and support staff meet the SENCO to discuss SEND procedures in the school. New teachers meet with the headteacher/SENCO in the first term to discuss the School's approach to SEND identification and provision, and to discuss the class needs.

This policy was written by the Inclusion Manager and in consultation with the Headteacher, based on the Local Authority Model Policy for SEND and reflecting the Special Educational Needs and Disabilities Code of Practice 2014.