

Oxbridge Lane Primary School
Special Educational Needs and Disability Policy

Policy Version Control	
Policy Type	SEND Policy
Policy prepared by	Sam Franklin SENDCo
Last review date	September 2026
Description of changes	• Updated terminology in line with current SEND guidance and mainstream practice. • Replaced "Social, Mental and Emotional Health" with "Social, Emotional and Mental Health (SEMH)". • Added references to the SEND and Alternative Provision Improvement Plan. • Strengthened emphasis on inclusive mainstream practice. • Added section on Quality First Teaching and adaptive teaching approaches. • Included reference to Ordinarily Available Provision. • Updated the graduated response to clearly reflect the Assess, Plan, Do, Review cycle. • Strengthened pupil voice and co-production throughout the policy. • Added references to emotional wellbeing, belonging and attendance. • Updated terminology relating to Education, Health and Care Plans (EHCPs). • Removed outdated references to National Curriculum levels. • Strengthened references to Equality Act 2010 duties and reasonable adjustments. • Added clearer transition arrangements between phases of education. • Included reference to ongoing staff SEND training and professional development. • Updated complaints procedures wording. • Added links to related statutory policies and documents. • Revised language throughout to better reflect current inclusive practice and mainstream primary school expectations.

Approved by	Governors
Date of approval	October 2026
Next review date	September 2027

Oxbridge Lane Primary School
SEND Policy

Abbreviations used in this document:
SEND – Special Educational Needs and Disabilities
SENDCo – Special Educational Needs and Disabilities Co-ordinator
LA – Local Authority
EHCP – Education, Health and Care Plan

Introduction

Oxbridge Lane has a named SENDCo (Mrs Franklin) and a named Governor responsible for SEND. They ensure that Oxbridge Lane's SEND policy works within the guidelines and inclusion policies of the SEND Code of Practice (2015), the Local Authority and other policies current within the school.

At Oxbridge Lane Primary School we will:
- Welcome everyone
- Establish strong links between home, school and community
- Endeavour to reach our full potential and celebrate our achievements
- Care for, encourage and respect each other
- Support each other to stay safe, healthy and make a positive contribution to our world

At Oxbridge Lane Primary School we are dedicated to providing an inclusive and supportive learning environment for all children, regardless of their abilities, disabilities, backgrounds or other characteristics. We work to ensure that every child has the opportunity to receive a quality education, participate fully in all aspects of school life and develop to their full potential.
As a school we establish strong links between home, school and the community to ensure we support the whole child. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum.
The school recognises the importance of emotional wellbeing, attendance, belonging and positive relationships in supporting successful outcomes for pupils with SEND.

What are Special Educational Needs and Disabilities?

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
The four broad areas of need identified within the SEND Code of Practice are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

The school recognises that pupils with medical conditions should be properly supported and have full access to education, including school trips and physical education. The school complies with duties under the Equality Act 2010 and makes reasonable adjustments to ensure pupils with disabilities are not disadvantaged.

The Aims of this Policy

- To ensure that all teachers are teachers of SEND
- To create an environment where all pupils with SEND flourish, make progress and have their successes celebrated
- To ensure high quality teaching is the first response to meeting additional needs
- To ensure adaptive teaching, scaffolding and inclusive classroom practice are embedded across the curriculum
- To value and promote the voice of parents and pupils
- To create an environment that meets the needs of each child so they can achieve their learning potential and engage alongside peers
- To ensure support for pupils with medical conditions and full inclusion in school activities
- To identify the roles and responsibilities of staff in providing for pupils with SEND
- Through reasonable adjustments, enable all pupils to access all elements of the curriculum
- To work in partnership with the Local Authority and outside agencies

• To ensure staff receive appropriate SEND training and continuing professional development

Quality First Teaching and Ordinarily Available Provision

At Oxbridge Lane Primary School, high quality teaching is the first step in responding to pupils who may have SEND. Adaptive teaching, inclusive classroom practice and reasonable adjustments are embedded across the curriculum.

The school provides a range of ordinarily available provision before specialist provision is considered. This may include:

- Adapted teaching approaches
- Visual supports
- Small group interventions
- Communication support
- Emotional wellbeing support
- Targeted adult support

All teachers are responsible and accountable for the progress and development of all pupils in their class, including those with SEND.

Monitoring Children's Progress and the Graduated Response

The school follows the graduated approach of Assess, Plan, Do, Review.

Assess:

Teachers and the SENDCo identify barriers to learning through assessment, observation and discussions with parents and pupils.

Plan:

Appropriate outcomes, support and interventions are planned collaboratively with staff, parents and pupils.

Do:

Support strategies and interventions are implemented and monitored by class teachers and support staff.

Review:

Progress is reviewed regularly with pupils and parents and adjustments are made where necessary.

SEND Support Plans (SSPs) are reviewed termly and include SMART targets, strategies, provision and pupil and parent voice.

Partnership with Parents and Pupils

Partnership plays a key role in enabling pupils with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs.

Pupils are encouraged to express their views, wishes and feelings and participate in decisions about their support in a way appropriate to their age and understanding.

Parents are kept fully informed and involved at all stages of the SEND process and have access to the SENDCo through school communication systems.

Use of Outside Agencies

The school works in partnership with a range of external agencies including Educational Psychology Services, Health Services, Social Care and specialist support teams.

Outside agencies may become involved if a pupil:

- Continues to make significantly less than expected progress despite targeted support
- Has ongoing communication or interaction difficulties
- Requires specialist equipment or advice
- Has emotional or behavioural difficulties impacting learning
- Requires more specialised assessment or provision

Education, Health and Care Plans (EHCPs)

Where a pupil requires provision beyond that which the school can ordinarily provide, the school may request an Education, Health and Care Needs Assessment from the Local Authority.

Parents and pupils will be fully involved throughout this process and annual reviews will take place in line with statutory guidance.

Access to the Curriculum

All pupils are entitled to a broad and balanced curriculum. Teachers use a range of strategies to meet pupils' needs and

lessons are adapted appropriately to support access and achievement.
Wherever possible, pupils with SEND are supported within the classroom alongside their peers. Additional small group or individual support may be used where appropriate.

Transition Arrangements

The school works closely with families, early years settings, secondary schools and external agencies to ensure effective transition arrangements for pupils with SEND at all stages of education.

Monitoring and Evaluation

The SENDCo monitors the movement of pupils within the SEND system and provides staff and governors with regular summaries of the impact of SEND provision.
The governing body reviews this policy annually.

Complaints

Any complaints regarding SEND provision should initially be discussed with the class teacher or SENDCo. If concerns remain unresolved, the school complaints procedure should be followed.

Linked Policies

This policy should be read alongside:

- SEND Information Report
- Accessibility Plan
- Equality Policy
- Supporting Pupils with Medical Conditions Policy
- Behaviour Policy
- Safeguarding Policy