



St Nicolas CE Primary School

SPECIAL EDUCATION NEEDS & DISABILITY POLICY

HEADTEACHER SIGNATURE:

A handwritten signature in black ink that reads "A. Spoon".

GOVERNOR SIGNATURE:

A handwritten signature in black ink, appearing to be "K. O'Connell".

DATE ADOPTED:

March 2025 (P&S)

DATE FOR REVIEW:

March 2026

Additional notes:

Cross reference with the following policies:

- Accessibility policy;
- Equality policy
- Supporting children with medical needs policy
- SEND information report

Special Education Needs and Disability Policy

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1. Aims and objectives

St Nicolas School has high expectations and aspirations for children with Special Educational Needs and Disability (SEND) and our focus is on early identification, careful assessment, targeted provision, close monitoring and regular review. The St Nicolas community is committed to setting goals that will help children to achieve their full potential, become confident individuals living fulfilling lives and make a successful transition into adulthood, whether into employment, further or higher education or training.

All staff (teachers, teaching assistants and support staff) at St Nicolas are involved in providing for pupils with SEND. They have regular training and updates to support their ongoing continuous professional development (CDP) when working with SEND children. Provision for pupils with SEND is a whole school responsibility, evidenced through a shared awareness, understanding and consideration of those needs by every section of the school community.

St Nicolas involves parents from the beginning to work in partnership with St Nicolas to help their child achieve their full potential. We aim to promote a culture of cooperation between parents, school, the Local Authority (LA) and support services. It is expected that parents will be fully involved in supporting their child by attending meetings and developing their child's learning at home by following teachers and outside agencies' suggestions.

2. Vision and values

At St Nicolas School, our vision is that every child will "live life to the full". We recognise that every child has a unique combination of strengths and needs, and we are committed to welcoming children with as wide a range of abilities and needs as possible and helping them to live out this vision through experience of and access to a broad and balanced curriculum.

The majority of children will learn and progress within the quality first teaching arrangements made to meet their varying aptitudes and needs.

3. Legislation and 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, SEND coordinators (SENDCOs) and the special educational needs (SEND) information report
- The Equality Act 2010 (section 20), which sets out St Nicolas'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 St Nicolas'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 St Nicolas's obligation to admit all pupils whose education, health and care (EHC) plan names St Nicolas, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At St Nicolas we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, 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 St Nicolas environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has SEND 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.

5.2 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.

St Nicolas will make reasonable adjustments for pupils with disabilities, so that they are not at a substantially disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that span more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant 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: <ul style="list-style-type: none">• 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

Area of need	
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • 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 <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The SENCO

The SENCO at St Nicolas is Mrs E. Mathers ebri5974@st-nicolas.oxon.sch.uk . They will:

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision at St Nicolas
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of St Nicolas's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the LA 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

When a pupil moves to a different setting:

- Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure St Nicolas meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure St Nicolas keeps its records of all pupils with SEND up to date and accurate

- With the headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into St Nicolas's plan for CPD
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support St Nicolas offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in St Nicolas's SEND information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in St Nicolas's identification of SEND, both within St Nicolas and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The Governing Body

The Governing Body is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual, such as the SENCO or class teacher:

- Cooperate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Inform parents when St Nicolas is making SEND provision for their child
- Make sure that pupils with SEND engage in the activities of St Nicolas alongside pupils who don't have SEND
- Make sure that St Nicolas has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on St Nicolas's website about how St Nicolas is implementing its SEND policy, in a SEND information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and St Nicolas's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for St Nicolas and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND link governor

The SEND link governor is Lucy Fortnam-Paynter and can be contacted via the school office office.3247@st-nicolas.oxon.sch.uk marked FAO SEND Link Governor. The SEND governor will:

- Help to raise awareness of SEND issues at Governor meetings
- Monitor the quality and effectiveness of SEND provision within St Nicolas and update the governing body on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision at St Nicolas

6.4 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 St Nicolas
- Work with the SENCO and school governors to make sure St Nicolas 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 St Nicolas'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
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into St Nicolas's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support St Nicolas 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 St Nicolas's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil 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 SEND 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 St Nicolas
 - Listen to the parents' concerns and their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform St Nicolas 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 meetings three times a year, in Terms Autumn 2, Spring 2 and Summer 2 to review the progress and the provision that is in place for their child
- Given an updated pupil profile three times a year in addition to an annual report on the pupil's progress
- Asked to provide information about the impact of SEND 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

St Nicolas will take into account the views of the parent or carer in any decisions made about the pupil.

6.7 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.

7. SEND information report

St Nicolas publishes a [SEND information report](#) on its website, which sets out how this policy is implemented at St Nicolas.

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

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at St Nicolas. 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 St Nicolas 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 the attainment gap

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 differentiated, 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. St Nicolas [uses Oxfordshire Guidance Special Educational Needs \(SEN\) Indicators Tool \(October 2024\)](#) to support this decision-making process. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. Potential short-term causes of impact on behaviour or performance will be considered, such as trauma or bereavement. Staff will also take particular care in identifying and assessing SEND 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. We will use this to determine the support that is needed and whether we can provide it by using strategies in the LA's [Ordinarily Available SEND provision](#), or whether something different or additional is needed.

If a pupil is joining St Nicolas, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then St Nicolas 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.

8.2 Consulting and involving pupils and parents

St Nicolas 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 difficulty
- 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

Notes of these early discussions will be added to the pupil's SEND record.

We will formally notify parents in the form of a pupil profile if it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEND support

Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a four part cycle known as the graduated approach.

1. 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. St Nicolas 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.

2. 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, Arbor, 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.

3. Do

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

Where the plan involves group or one to one 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.

4. 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.

8.4 Levels of support

School-based SEND provision

Pupils receiving SEND provision will be placed on St Nicolas's SEND register. These pupils have needs that can be met by St Nicolas 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 St Nicolas'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 St Nicolas's school-based SEND 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 St Nicolas'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.

8.5 Evaluating the effectiveness of SEND provision

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

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEND support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. This will be in line with the school's priorities as set out in the school development plan (SDP). The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into St Nicolas's plan for continuous professional development.

10. Links with external professional agencies

St Nicolas recognises that it won't be able to meet all the needs of every pupil. Whenever necessary St Nicolas will work with external support services such as:

- LA Educational Psychology
- NHS School Nurse
- NHS Health Visitors
- SENSS Physical and Sensory Impairment
- NHS Speech and Language Therapy
- NHS Paediatric Occupational Therapy
- NHS Paediatric Physiotherapy
- OCC Attendance and Reengagement
- SENSS Communication and Interaction
- SENSS Augmented technology Team
- St Nicolas Home-School Link Worker
- SENSS Downs and Complex Needs
- SENSS Physical disabilities
- NHS Child and Adolescent Mental Health Services (CAMHS)
- OCC Social Services
- OCC Early Help Team, including The Locality and Community Support Service

11. Admission and accessibility arrangements

St Nicolas is committed to identifying and removing barriers for all learners. Information about this can be found by accessing St Nicolas's [accessibility arrangements](#) and [accessibility policy](#).

11.1 Admission arrangements

The admissions process for children at SEN Support is managed by the LA – [Oxfordshire schools admissions policy](#).

For children with an education, health and care plan (EHCP), you must contact your special educational needs officer (SENO) to request a school place. You can find out more on the [Oxfordshire local offer web pages](#).

12. Complaints about SEND provision

Where parents have concerns about St Nicolas's SEND provision, they should first raise their concerns with the class teacher or the SENCO. 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 at St Nicolas should be made to the headteacher in the first instance. They will be handled in line with [St Nicolas's complaints policy](#).

If the parent or carer is not satisfied with St Nicolas'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 [SEND Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, contact the parent support service [SENDIASS](#). You can request also mediation by contacting [Global Mediation Ltd](#).

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND as part of CPD through discussions, staff meetings and wider information collection
- 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 St Nicolas community
- Comments and feedback from pupils and their parents

13.2 Monitoring the policy

This policy will be reviewed by Performance and Standards Committee **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 body.