



Aston Rowant C+E Primary School

Special Education Needs Policy

Vision: To be a community of courageous life-long learners, who are rooted in God, live out our Christian values and enjoy life in all its fullness. (Col 2:1-7)

Mission: Growing together, rooted in God and inspiring one another through our values and our broad enriched curriculum.

Strapline: Growing together, rooted in God, having fullness of life (Col 2:1-7)

Date of Policy: October 2025

Date of Policy review: September 2026

Head Teacher: Mrs H France

Date: 6th October 2025

SEND Governor: Mrs C Isabelle

Date: 6th October 2025

LINKED POLICIES

- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Physical Restraint Policy
- Health and Safety Policy
- Assessment, Recording and Reporting Policy
- Equality Policy

INTRODUCTION

At our small, family-centred church school, we believe that every child is uniquely created by God, valued for who they are, and capable of remarkable growth. Our theologically-rooted Christian vision — “*To be a community of courageous life-long learners, rooted in God...*” — underpins our mission to ensure that all pupils, including those with SEND, experience life in all its fullness (Colossians 2:1–7).

Our values of Gratitude, Resilience, Outreach, Wonder, Trust and Harmony (GROWTH) guide our decisions and reflect our commitment to asking, “*How does this grow the child?*” These values support an inclusive, nurturing environment where every learner is known, supported and encouraged to flourish.

This policy sets out how we identify, assess and support pupils with SEND in line with the **Children and Families Act 2014**, the **SEND Regulations (2014)**, and the **SEND Code of Practice (0–25)**. It complements our statutory **SEND Information Report**, which explains how this policy works in practice. The SEND Information Report must explain how the school implements the SEND policy, including identification, co-production, progress review, transitions, curriculum adaptations, provision and involvement of external agencies.

OUR SEND AIMS AND ETHOS

The Governors and staff of Aston Rowant Primary School and childcare recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident, independent individuals.

We aim to:

- ensure that our curriculum is responsive to all children whatever their individual need.
 - promote positive attitudes and individual confidence, ensuring all children experience success.
 - identify, assess, record and regularly review pupils’ special educational needs.
 - encourage parents/guardians to be involved in planning and supporting at all stages of their child’s development.
 - make effective use of support services.
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- To create a safe, inclusive environment where every child is believed in, respected and encouraged to develop their gifts.

- To remove barriers to learning so all pupils can access and participate fully in our rich, broad curriculum.
- To work in partnership with families as co-creators of their child's provision, ensuring their voices are central to all decisions.
- To nurture the whole child — academically, socially, emotionally and spiritually.
- To uphold high aspirations for all pupils, with no limits placed on their potential. (This reflects Ofsted's 2022 finding that every pupil at your school is "known and believed in" and encouraged to "achieve well with no limits placed.")
- To develop learners' independence and resilience through our GROWTH approach.

3. DEFINITION OF SEND

High quality teaching that is adapted and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional and different to this. This is special educational provision under Section 21 of the Children and Families Act 2014.

A child is considered to have Special Educational Needs (SEND) when they require additional or different support from that typically provided for others of the same age. This may be because:

- They have a significantly greater difficulty in learning than the majority of children of the same age, and therefore need provision that goes beyond what is ordinarily available.
- They have a disability which prevents or hinders them from accessing the educational facilities and opportunities normally provided for pupils of the same age in mainstream schools

Categories of Special Educational Need

Children's needs and requirements fall into four broad areas, but individual pupils may well have needs which span two or more areas. For example, a pupil with general learning difficulties may also have communication difficulties or a sensory impairment.

Communication and Interaction

This area includes pupils who have difficulties with speech, language and communication as well as those with social communication difficulties. This may include:

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD), including Asperger's Syndrome and Autism

Cognition and Learning

This area relates to pupils who learn at a slower pace than their peers or who have specific barriers to learning. This may include:

- General learning difficulties
- Specific Learning Difficulties (SpLD) such as:
 - Dyslexia
 - Dyspraxia
 - Dyscalculia

Social, Emotional and Mental Health (SEMH) Difficulties

This area covers a wide range of emotional and behavioural needs that may affect a pupil's ability to learn. This may include:

- Behaviour that reflects underlying mental health needs, such as anxiety or depression
- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attachment difficulties

Sensory and/or Physical Needs

This area includes pupils with sensory impairments or physical disabilities that require additional support or specialist equipment. This may include:

- Hearing impairment (HI)
- Visual impairment (VI)
- Multi-sensory impairment (MSI)
- Physical disability (PD)

4. ROLES AND RESPONSIBILITIES

SENDCO

The SENDCO, Miss Alexandra Bedwin, leads the strategic and day-to-day coordination of SEND across the school. She works closely with staff, parents and external agencies to ensure high-quality, well-matched provision for pupils with SEND. Her responsibilities include:

- overseeing the implementation of the SEND policy and maintaining the SEND register;
- coordinating the graduated Assess–Plan–Do–Review cycle and monitoring pupil progress;
- ensuring early and ongoing parent involvement;
- advising staff on high-quality adaptive teaching and targeted support;
- managing referrals to outside agencies and acting as the key point of contact with the Local Authority;
- planning smooth transitions between year groups and schools;
- deploying and supporting teaching assistants;
- reporting regularly to the Headteacher and SEND Governor.

Headteacher

The Headteacher has overall responsibility for SEND provision, ensuring it is integral to school improvement, curriculum development and safeguarding. They promote a culture of high expectations and inclusion, and keep governors fully informed about provision, progress and resource use.

Teachers and Teaching Assistants

Teachers are responsible for the progress of all pupils in their class, including those with SEND. They:

- deliver Quality First Teaching, adapting lessons to meet individual needs;
 - identify emerging barriers early and work with the SENDCO to plan support;
 - assess and review the impact of interventions;
 - work closely with teaching assistants to link support to classroom learning.
- Teaching assistants contribute to targeted interventions and classroom support, working under teacher direction and with SENDCO guidance.

Governing Body

Governors have a statutory duty to ensure the school meets its responsibilities for pupils with SEND. They provide strategic oversight, monitor the quality and impact of provision, and ensure appropriate staffing, funding and policy implementation. A named SEND Governor works with the SENDCO and Headteacher to review practice and outcomes.

5. IDENTIFYING SEND

We follow a clear and structured process for identifying needs, supported by classroom observations, assessment data, parental insight and professional judgement. Identification and assessment processes are included in the SEND Information Report.

We recognise needs across the four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical Needs

Early identification helps us implement support quickly and effectively.

6. ASSESSING AND REVIEWING PROGRESS

We use a cyclical **Assess–Plan–Do–Review** model.

Our “Growth Meetings” review pupil progress regularly, ensuring all decisions reflect our GROWTH ethos.

Statutory requirements include clearly outlining arrangements for assessing and reviewing progress toward agreed objectives.

Parents and pupils play a key role in reviewing and shaping outcomes.

7. WORKING IN PARTNERSHIP WITH PARENTS AND PUPILS

We believe that strong partnerships create the best outcomes. We:

- Involve families fully in developing and reviewing plans.
- Ensure pupils' views are considered and their aspirations reflected.
Statutory expectations require clear explanation of co-production with families and involvement of pupils.

We value parents as experts on their child and work collaboratively to support learning needs and wellbeing. Pupil voice is also gathered through structured conversations, learning walks, and reviews. Their views directly shape targets, adaptations and aspirations as required by the SEND Code of Practice.

8. CURRICULUM AND LEARNING ENVIRONMENT

We are committed to adapting our curriculum and environment so that all children can access quality learning experiences.

This includes:

- Differentiated planning
- Adjustments to teaching and equipment
- Supportive learning environments
- Use of GROWTH values to scaffold progress

These adaptations must be outlined in both the SEND Policy and Information Report.

9. SEND PROVISION AND INTERVENTIONS

Our provision operates at three levels:

- **Wave 1:** Inclusive Quality First Teaching for all pupils
- **Wave 2:** Targeted small-group interventions
- **Wave 3:** Personalised, intensive support

Wave 2 Provision – Targeted Support

Wave 2 provision offers additional, time-limited support for pupils who need more help than can be provided through everyday classroom teaching (Quality First Teaching), but who do not require highly personalised or specialist intervention. This support is often delivered in small groups and aims to accelerate progress and close emerging gaps.

Examples of Wave 2 provision include:

- **Small-group interventions** focusing on reading, writing, maths or phonics
- **Targeted support groups** for speech, language or vocabulary development
- **Short-term social skills, friendship or emotional regulation groups**
- **Booster sessions** to reinforce core curriculum learning
- **Specific adaptations to teaching materials** to support access (visual aids, modified tasks, structured recording frames)
- **Short programmes** delivered by trained support staff to address identified gaps
- **Pre-teaching and over-learning** vocabulary and concepts to improve confidence and participation

Wave 2 support is always tracked, time-bound, reviewed regularly, and adjusted according to pupils' progress and needs. Parents are included in discussions about starting and ending Wave 2 provision.

Wave 3 Provision – Personalised and/or Intensive Support

Wave 3 provision is highly individualised support for pupils who require tailored intervention beyond Wave 2. It is designed for children with more significant or persistent needs that cannot be met through group-based support.

Examples of Wave 3 provision include:

- **1:1 personalised intervention programmes** (e.g., dyslexia intervention, precision teaching, structured literacy or numeracy programmes)
- **Specialist support**, such as recommendations from:
 - Educational Psychologists
 - Speech and Language Therapists
 - Occupational Therapists
 - Behaviour and Mental Health specialists
- **Highly adapted curricula** or differentiated planning for individual pupils
- **Individual behaviour, sensory or emotional regulation plans**
- **Specialist equipment** or assistive technology (e.g., writing aids, communication devices, modified seating or IT access tools)
- **Increased adult support**, such as targeted mentoring, key-worker support or structured check-ins
- **Bespoke transition packages**, including multi-agency meetings and personalised preparation for moving between year groups or schools
- **Support aligned with or leading toward an EHCP**, where appropriate

Wave 3 support is closely monitored using the **Assess–Plan–Do–Review** cycle, with strong involvement from families and external professionals.

The impact of Wave 1, 2 and 3 interventions is evaluated using entry/exit measures, progress data, observations and pupil/parent voice. Adjustments are made accordingly.

How Wave 2 and Wave 3 Reflect Our GROWTH Ethos

Both Wave 2 and Wave 3 provision recognise that growth occurs in many forms — academically, socially, emotionally, physically, and spiritually. Our GROWTH values (Gratitude, Resilience, Outreach, Wonder, Trust and Harmony) guide how we design and deliver support:

- **Resilience** is built through well-structured, scaffolded interventions.
- **Harmony** and **Trust** shape our partnerships with families and external specialists.
- **Wonder** inspires personalised learning experiences that help children flourish.
- **Outreach** reflects our commitment to drawing on expertise beyond the school.
- **Gratitude** grounds our community spirit as we celebrate every child's progress.

This structure aligns with our GROWTH ethos, recognising development in many forms. By offering carefully planned Wave 2 and Wave 3 pathways, we ensure that every child is **“grown”**, not simply “moved along”- supporting them to develop the roots and resilience they need to thrive.

10. CO-ORDINATING AND MANAGING PROVISION

The SENCO works closely with class teachers and teaching assistants to plan, monitor and review provision using provision mapping and the Assess–Plan–Do–Review cycle. Provision is regularly discussed at staff meetings and forms an integral part of the School Development Plan. Teaching assistant deployment is reviewed frequently so support can respond flexibly to pupils' changing needs. Staff have daily opportunities for informal communication to address emerging concerns swiftly.

We maintain strong parent partnerships. Class teachers keep families informed about support and progress, and the SENCO liaises with parents regularly. Pupils with EHCPs have an Annual Review, and where families require additional support, we may signpost to LCSS, the Oxfordshire Local Offer, or SENDIASS, and use CAF/TAF processes when needed.

As an inclusive school, we welcome all pupils, including those with SEND, in line with the LA Admissions Policy and the Education Act 1996. We make reasonable adjustments to ensure all children can access the curriculum, learning environment and school community. We acknowledge individual needs when planning, teaching and implementing behaviour policies to prevent discrimination and promote equity.

Where a child is identified as needing SEN support, we follow a graduated approach, guided by the SEND Code of Practice and LA procedures. The SENCO, class teacher, parents, and relevant specialists work together to select appropriate teaching approaches, adaptations and interventions. Outcomes are agreed and reviewed regularly to ensure provision remains effective and responsive.

Provision for pupils with medical needs is aligned with the DfE Supporting Pupils with Medical Conditions guidance and individual Healthcare Plans.

11. EDUCATION, HEALTH AND CARE PLANS (EHCPs): REQUESTS, TIMELINES AND PARENT INVOLVEMENT

Where a pupil has significant and complex needs that cannot be met through the school's ordinarily available provision or graduated response, the school may work with families to request an Education, Health and Care Needs Assessment (EHCNA) from Oxfordshire County Council. Parents, school staff or external professionals can initiate this request, and the SENCO will support families in gathering the required evidence, including assessments, provision maps, reports from specialists and records from the Assess–Plan–Do–Review cycle.

The Local Authority must decide within six weeks whether it will proceed with a statutory assessment, and if agreed, the full assessment and EHCP development process normally takes up to 20 weeks, in line with statutory timelines. Throughout this period, the SENCO liaises closely with families, ensuring they understand each stage of the process and have opportunities to contribute their views, aspirations and priorities. Pupil voice is gathered through age-appropriate methods and included in the assessment and planning stages.

If an EHCP is issued, it must be reviewed at least annually, with parents, the pupil, relevant staff and external agencies invited to contribute. For pupils in Reception, Year 5 and Year 6, or those moving between key stages, reviews include a focus on transition planning. Any amendments required to the plan are submitted to the Local Authority following the review process.

This approach ensures that EHCP processes are transparent, collaborative and fully aligned with statutory guidance.

12. MONITORING THE EFFECTIVENESS OF SEND PROVISION

In line with the 2025/26 Ofsted framework - where safeguarding, inclusion and the quality of leadership oversight form a core evaluation area - we monitor the effectiveness of SEND provision through a rigorous, evidence-based cycle. Leaders carry out lesson observations, learning walks and book looks to evaluate whether pupils with SEND experience high-quality, adaptive teaching and feel safe, included and able to learn. These activities form part of Ofsted's expectation that schools demonstrate not only systems, but the *culture and lived experience* of pupils with additional needs.

SEND provision is reviewed termly through provision mapping, ensuring that interventions are appropriately targeted, time-limited and producing measurable impact. The SENCO and senior leaders use the Assess–Plan–Do–Review model to analyse progress data, emerging patterns and barriers, consistent with Ofsted's emphasis on early identification and responsive leadership action. The SENCO and senior leaders monitor the impact of SEND provision through observations, book looks and progress reviews, ensuring support remains effective and responsive.

Monitoring also draws on pupil voice and parent feedback, helping us understand how confidently pupils can talk about the support they receive and how well families feel included in decision-making. Pupil views inform the planning and review of support using age-appropriate approaches. Governors receive regular SEND reports and provide strategic challenge and oversight, ensuring they have a clear understanding of SEND needs, provision and its impact over time, in line with the expectations of the current Ofsted framework.

Together, these processes ensure leaders can demonstrate - using clear evidence - that SEND provision is effective, inclusive, safe, and continually improving in line with national expectations.

13. ALLOCATION OF RESOURCES

All schools in Oxfordshire receive funding for pupils with SEN in three main ways:

- The base budget (element 1 funding) covers teaching and curriculum expenses as well as the cost of the SENCo.
- The national SEN budget (element 2 funding) covers the additional educational support required.
- Specific funds may be allocated to pupils with Education, Health and Care Plans.

Aston Rowant Primary School, as part of normal budget planning, has a strategic approach to using resources to support the progress of pupils with SEN. The school provides additional support up to the nationally prescribed threshold per pupil per year. Where the cost of special educational provision required to meet the needs of an individual pupil exceeds this threshold, schools are not expected to meet the full costs of more expensive special educational provision from their core funding. The Local Authority may provide top-up funding.

14. OXFORDSHIRE LOCAL OFFER

As an Oxfordshire school, we work in line with the Oxfordshire County Council Local Offer. The Local Offer sets out the provision, services and support available for children and young people with SEND across the county, as well as guidance for parents on how to access help.

Parents can view the Oxfordshire Local Offer here: <https://www.oxfordshire.gov.uk/localoffer>

This link provides clear information about:

- support available in education, health and social care
- how to request additional assessments or services
- how families can seek advice, guidance or dispute resolution
- local SEND processes, including pathways for EHCPs

We encourage parents to use the Local Offer to understand available support and to work with us as partners in planning the right provision for their child.

15. EXTERNAL AGENCIES AND SPECIALIST SUPPORT

Supporting children with SEND sometimes requires specialist knowledge or professional guidance beyond the expertise available within school. To ensure that every child's needs are fully understood and effectively supported, we work closely with a range of external agencies. Schools have a dual responsibility to keep children safe and to teach them how to stay safe, and part of that responsibility involves engaging professionals who can provide targeted support and advice.

Securing Specialist Expertise

Specialist expertise is secured when:

- A child's needs require assessment, strategies, or interventions beyond what school staff can provide.
- Teachers, the SENCO, or parents identify an area where professional guidance would enhance a child's development or wellbeing.
- Additional assessment is needed to understand a child's learning profile or the root of a difficulty.

We draw on a range of qualified specialists, including:

- Educational Psychologists (for cognition, learning and emotional needs)
- Speech and Language Therapists (for communication needs)
- Occupational Therapists (for sensory or physical development needs)
- Behaviour and Emotional Wellbeing Teams (for social, emotional and mental health needs)
- Advisory Teachers specialising in autism, hearing impairment, vision impairment or social communication difficulties

The SENCO coordinates these referrals and ensures that information is shared appropriately, in line with safeguarding duties. Specialist advice may include assessments, recommended strategies, staff training or regular reviews of the child's progress.

NSPCC guidance stresses the importance of ensuring staff have the knowledge they need, using external professionals when necessary to help keep children safe, support online behaviour, and respond to concerns. This includes using specialist training and expertise to address risks such as cyberbullying, radicalisation, grooming and harmful content.

How External Agencies Support Children and Families

External agencies play a vital role in helping us offer truly holistic support. Their involvement may include:

1. Assessment and Identification

Specialists help identify specific needs or difficulties through detailed assessments. This supports accurate planning and ensures children receive the right type of help from the outset.

2. Tailored Intervention and Advice

Professionals provide recommendations for targeted support in school and at home. They may create individual programmes, model interventions for staff, or provide resources for parents to use.

3. Working in Partnership with Families

NSPCC Learning emphasises the importance of an open environment where children and their parents feel confident to ask questions and share concerns. External agencies help strengthen this culture by offering:

- Advice
- Guidance
- Opportunities for parents to understand strategies and support their child's wellbeing

4. Training for School Staff

Many specialist services offer staff training. NSPCC Learning highlights the importance of teachers having the knowledge to support children effectively, including in areas such as online safety, managing risks and responding to concerns. External agencies often contribute through workshops, training sessions or modelling good practice.

5. Multi-Agency Working

When a child has complex needs, multi-agency meetings ensure that everyone involved — parents, teachers, SENCO, health professionals, and social care where relevant — share information and coordinate support. This ensures no aspect of the child's development or wellbeing is overlooked.

6. Supporting Families Through Safeguarding

External organisations also offer guidance on keeping children safe online and offline. NSPCC Learning provides examples of how schools work with agencies to address issues like harmful content, online behaviour, or other safeguarding risks. This makes specialist agencies an essential part of how we as a school can help families navigate concerns confidently and safely.

In Summary: Specialist expertise and external agencies ensure that:

- Children receive timely, effective and personalised support
- Families are supported, informed and included in decisions
- Staff have access to expert guidance and training
- Safeguarding responsibilities are met comprehensively
- Every child's growth — socially, academically and emotionally — is nurtured

This joined-up approach ensures that children are not only supported in school, but also surrounded by a network of professionals and family working together for their wellbeing.

16. TRANSITION SUPPORT

We provide enhanced transition arrangements for pupils with SEND to ensure continuity, reduce anxiety and secure a smooth move between settings. This includes early information-sharing with receiving schools, detailed handover of pupil needs and strategies, personalised transition visits, and opportunities for pupils to meet key staff in advance. Where appropriate, we hold multi-agency planning meetings with parents, external professionals and the receiving school to ensure that support is well-coordinated and tailored to the child. These transition arrangements apply to transition between year groups, in-year admissions and to the Key Stage 2–3 transfer, ensuring every pupil experiences a well-planned and supportive next step.

We work closely with pupils, families and receiving settings to promote stability, continuity and confidence throughout each stage of transition.

How We Support Transitions

1. Pupil-centred planning

We involve pupils in conversations about their move, ensuring their views, aspirations and worries are heard and acted upon. This supports the requirement that pupils must be fully involved in reviewing and shaping their education plans.

2. Family partnership

Parents and carers are central to transition planning. We work collaboratively to identify what their child needs to feel secure and successful when moving on. Statutory guidance requires processes that ensure families are fully involved in developing and reviewing plans. [↓](#)

3. Information sharing

We share relevant, up-to-date information with receiving teachers or settings to ensure continuity of support. This includes SEND profiles, intervention records, agency reports, and strategies that are known to work well.

4. Enhanced transition opportunities

Where needed, we offer additional support, such as:

- Extra visits to new classrooms or schools
- Opportunities to meet new staff in advance
- Visual transition materials (photos, maps, social stories)
- Gradual or phased transition plans for pupils who may need more time

5. Collaboration with external agencies

For pupils receiving specialist input, we liaise with external professionals to ensure their recommendations are incorporated into transition plans. This forms part of the required processes for securing specialist expertise and shaping SEND provision.

6. Secondary school transition planning

We work closely with secondary SENCOs to coordinate a smooth handover and ensure the receiving school understands the pupil's strengths, needs and successful strategies. Personalised transition packages are arranged for pupils who may need additional time, adult support or modified induction activities.

17. ACCESS ARRANGEMENTS

Our school's Accessibility Plan sets out how we meet our duties under the Equality Act 2010 to improve access to the curriculum, the physical environment, and written information for pupils with SEND. The plan outlines the adjustments we make to remove barriers to learning and participation, including adaptations to teaching, resources, and the school environment. Parents can view the Accessibility Plan on our school website, and it is reviewed regularly to ensure that provision remains responsive to pupils' needs and fully compliant with statutory requirements.

Access arrangements are adjustments made for pupils who require additional support to demonstrate their knowledge, understanding and skills during assessments. These arrangements are designed to remove barriers without giving an unfair advantage and ensure that each pupil is assessed on their true ability.

Where appropriate, pupils may receive access arrangements such as:

- Extra time to process information, organise responses or complete tasks
- Rest breaks to support focus, physical needs or emotional regulation
- Use of a separate or quieter room to minimise sensory or environmental distractions
- Supportive equipment or resources, such as modified paper, enlarged print, writing aids, assistive technology or reading pens

In line with statutory SEND guidance, we work hard to ensure that access arrangements:

- Reflect the pupil's normal way of working, meaning that the support is something the pupil regularly uses in daily classroom learning and not introduced solely for assessment purposes
- Are informed by the Assess–Plan–Do–Review cycle, ensuring decisions are based on evidence of need and reviewed with parents, the pupil and relevant staff
- Be planned in collaboration with staff, families and, where necessary, external specialists, particularly when recommendations arise from assessments such as those by educational psychologists or therapists
- Be reviewed regularly to ensure they remain appropriate, effective and aligned with the child's evolving needs and strengths

We work closely with families to explain what arrangements are available, how these decisions are made, and how they support each child to succeed. Access arrangements are part of our commitment to removing barriers to learning and ensuring every pupil can participate fully and confidently in assessments.

18. STAFF TRAINING AND EXPERTISE

Ofsted expects schools to demonstrate not only that staff understand their responsibilities in relation to SEND, but that training is regular, purposeful and responsive to the needs of pupils. To meet this expectation, we provide ongoing professional development for all staff, including annual whole-school SEND training, regular updates linked to the SEND Code of Practice, and targeted training tailored to specific areas of need within our cohort (for example: communication and interaction, SEMH, dyslexia-friendly practice, or adaptive teaching strategies). Training needs are reviewed throughout the year through lesson observations, provision reviews and staff feedback, ensuring that staff expertise develops in step with pupil needs. Records of all training are maintained by the SENCO and reported to senior leaders and governors as part of our monitoring cycle.

Statutory SEND guidance requires schools to publish a summary of staff expertise and training within their SEND Information Report, including details of how staff are supported to develop the skills needed to meet learners' needs.

Our training programme is comprehensive and wide-ranging. Recent and ongoing professional development includes:

Core SEND and Inclusion Training

- Autism awareness
- Dyslexia and literacy support
- Speech, language and communication strategies
- Supporting social, emotional and mental health (SEMH) development

Whole-School Approaches and Specialist Frameworks

- Zones of Regulation to support emotional literacy, self-regulation and behaviour awareness
- Achievement for All strategies to strengthen inclusion, aspiration and partnership with families
- Structured Conversations training to support effective, empowered communication with parents and carers

Curriculum-Specific and Targeted Training

- Phonics: Common Hurdles and Helping Children Who Are Struggling
- Phonics Troubleshooting to develop precise diagnostic understanding and targeted intervention
- SEND (1): Understanding Needs - deepening understanding of barriers to learning and how to remove them
- SEND (2): Practical EdTech - using technology to support accessibility, independence and engagement

Our commitment to ongoing professional development ensures that staff are equipped not only with practical strategies but also with the confidence and insight needed to support every child's academic, social and emotional growth. This aligns with our GROWTH ethos, promoting resilience, trust and harmony through strong, well-informed practice.

19. EQUIPMENT, RESOURCES AND ACCESSIBILITY

We ensure that pupils with SEND have access to the appropriate equipment, resources and adaptations they need to engage fully in learning. When specialist equipment is required, we either provide it directly or work with external agencies to secure it, as required in statutory SEND documentation.

This may include:

- Assistive technology or devices to support communication, reading or writing
- Modified or enlarged materials
- Sensory tools or regulation equipment
- Specialist seating, physical aids or adaptations recommended by professionals

We routinely review the effectiveness of these resources and ensure they are matched to the child's assessed needs. We make reasonable adjustments under the Equality Act 2010 to ensure pupils with SEND are not disadvantaged.

Our Accessibility Plan, published on our website, sets out how we continue to improve access for all pupils across three key areas required by the Equality Act 2010:

- Physical access: ensuring that the school environment can be navigated safely and comfortably by all pupils, including those with disabilities
- Curriculum access: removing barriers so pupils can participate fully in learning, enrichment and wider school life
- Access to information: providing communication and materials in formats that meet the needs of all learners and families

These commitments ensure that all pupils - regardless of need - can experience the richness of the curriculum and take a full and active part in the life of the school.

We ensure that pupils with SEND have access to the appropriate equipment, resources and adaptations they need to engage fully in learning. When specialist equipment is required, we either provide it directly or work with external agencies to secure it, as required in statutory SEND documentation.

This may include:

- Assistive technology or devices to support communication, reading or writing
- Modified or enlarged materials
- Sensory tools or regulation equipment
- Specialist seating, physical aids or adaptations recommended by professionals

We routinely review the effectiveness of our resources to ensure they match the child's assessed needs.

20. MONITORING AND EVALUATION OF SEND PROVISION

We are committed to ensuring that our SEND provision is effective, evidence-based and continuously improving. Monitoring and evaluation take place throughout the year and form a central part of our whole-school approach to inclusion.

We regularly evaluate the quality, consistency and impact of SEND support using a range of strategies including:

- Lesson observations to review the effectiveness of Quality First Teaching and the implementation of agreed strategies
- Work scrutiny to evaluate progress over time and the impact of adaptations or interventions
- Pupil voice activities, enabling pupils to share their experiences, reflect on their learning and express what helps them
- GROWTH books and tracking, celebrating progress, identifying next steps and ensuring provision aligns with individual needs
- Feedback from parents and carers, ensuring co-production and partnership remain central to our approach
- Review of intervention records and assessment data, ensuring support is timely, targeted and responsive

In line with statutory expectations, the review of SEND practices must be continuous, reflective and evidence-driven, enabling us to refine provision, adapt teaching approaches and secure specialist advice when needed.

This ongoing cycle ensures that our provision remains ambitious, inclusive and aligned with our GROWTH ethos - supporting every child to develop academically, socially and emotionally.

21. SEND COMPLAINTS PROCEDURE

If parents have any concerns about the SEND provision their child is receiving, they are encouraged to speak with the class teacher or the SENCO in the first instance so that issues can be addressed promptly and collaboratively. However, if concerns remain, parents should follow the school's Complaints Policy, which outlines the formal steps for raising and resolving complaints. This includes a specific route for SEND-related matters, ensuring that families are supported and their concerns are handled fairly, transparently and in line with statutory guidance. Full details can be found in the Complaints Policy, and parents may request support from the SENCO at any stage of the process.

If parents remain concerned, they may contact the Local Authority or seek support through SENDIASS.

22. SEND INFORMATION REPORT

Our SEND Information Report explains how this policy is implemented in practice and is updated and published annually, in line with statutory requirements. It provides detailed information about how we identify, assess and support pupils with SEND, the arrangements for reviewing progress, the adaptations we make to our curriculum and environment, and the way we work with families and external agencies. The SEND Information Report should be read alongside this policy, as together they set out both our strategic approach (the policy) and the day-to-day provision and procedures in place at Aston Rowant. A direct link to the SEND Information Report is available on our school website.

23. REVIEWING THE SEND POLICY

This policy is reviewed annually or sooner if significant changes occur. Annual review is a statutory requirement for the SEND Information Report and should align with policy updates.