



Peppard Church of England Primary School

SEND POLICY 2025-2026

SENDCo: *Kia Lawrence*
Headteacher: *Kirsty Wakefield*
SEND Governor: *Hannah Rancombe*

Approved by:	Full Governing Body	Date: September 2025
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SEND Policy

Special Educational Needs and Disabilities (SEND) Policy

1. Introduction

Peppard CE Primary School is strongly committed to ensuring that every child receives the support they need to thrive. Our named SENDCo, **Kia Lawrence**, who is undertaking the statutory National Award for SEN Coordination, works closely with the Headteacher, **Kirsty Wakefield**, and the SEND Governor to ensure that the school fulfils all duties under the **Children and Families Act 2014**, the **SEND Code of Practice 0–25 years (updated 2024)**, the **Equality Act 2010**, and Oxfordshire's **SEND Local Offer**.

This policy outlines how we identify, assess and provide for pupils with Special Educational Needs and Disabilities (SEND). It reflects our commitment to ensuring that pupils with SEND are fully included in all aspects of school life and can access a broad, balanced and ambitious curriculum alongside their peers. We recognise that all children have unique strengths and needs. Teachers, support staff, parents and external agencies work collaboratively to create an environment where pupils can achieve positive educational and personal outcomes.

2. Our Understanding of SEND

A child is identified as having SEND when they require provision that is *additional to or different from* the high-quality teaching normally available to all pupils. Needs may fall under one or more of the four broad areas identified in the SEND Code of Practice:

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

Although these categories help us understand different types of need, our focus is always on the individual child and how we can work together to help them succeed.

3. Inclusion, Equality and Access

Peppard CE Primary School is an inclusive school where diversity is celebrated, and differences are valued. We comply fully with the **Equality Act 2010**, ensuring that no pupil is disadvantaged because of disability, gender, ethnicity, religion, language, sexual orientation, or social background.

To support inclusion, teachers plan carefully to meet the needs of all learners. This may involve adapting teaching methods, offering additional resources, modifying the classroom environment, or providing targeted intervention. Our statutory **Accessibility Plan** outlines how we continually improve access to education for pupils with disabilities.

The school is committed to ensuring that all pupils are prepared for life in a diverse society and can participate fully in the wider curriculum, including trips, clubs and activities.

4. Aims and Objectives

The overarching aim of this policy is to ensure that pupils with SEND receive the support they need to make good or better progress. To achieve this, we aim to:

- Create an inclusive environment in which individual differences are recognised and valued.
- Ensure early identification of SEND and provide effective intervention.
- Work closely with parents and carers, involving them in all stages of decision-making.
- Listen to and respect the views of pupils, encouraging them to take an active role in planning their support.
- Develop staff expertise through ongoing professional development.
- Work in partnership with external professionals and OCC services.
- Ensure that pupils with medical needs are fully supported to access education.
- Make reasonable adjustments to remove barriers to learning.

These aims guide every aspect of our provision for pupils with additional needs.



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5. The Role of the SENDCo

The SENDCo, **Kia Lawrence**, plays a central coordinating role. She ensures that pupils' needs are identified promptly, that staff are supported in meeting those needs, and that parents are kept fully informed. Her responsibilities include:

- Overseeing day-to-day implementation of the SEND policy
- Supporting and advising teachers on effective strategies
- Coordinating SEND provision and maintaining accurate records
- Liaising with parents, carers and pupils
- Working with external agencies
- Leading staff training and development
- Monitoring the impact of interventions
- Supporting transition between year groups and to secondary school

Regular communication takes place between the SENDCo, Headteacher, teaching staff and the governing body, ensuring a whole-school approach.

6. Identifying and Assessing SEND

Teachers closely monitor pupils' progress and wellbeing through regular assessment, observation and discussion. When concerns arise, the class teacher initially makes adjustments within the classroom, such as adapting teaching strategies or offering small-group support.

If a child's progress remains slow or inconsistent, the teacher consults with the SENDCo. Together, they gather information from assessments, school records, pupil voice and parental insights to understand the child's strengths and barriers to learning.

A child may be identified as having SEND when they:

- Make limited progress despite targeted teaching
- Struggle significantly with literacy or numeracy
- Display persistent social or emotional difficulties
- Have sensory or physical needs that affect participation
- Experience communication and interaction challenges

Decisions are made collaboratively with parents, who are invited to discuss the child's needs and next steps. If appropriate, the child is added to the **SEND Register**.

7. The Graduated Approach (Assess–Plan–Do–Review)

Peppard CE follows the statutory graduated approach outlined in the SEND Code of Practice. This structured cycle ensures that provision evolves in response to the child's needs.

Assess

A clear understanding of the pupil's needs is developed using assessments, observations and discussion with parents.

Plan

An **Individual Provision Tracker (IPT)** or provision map sets out agreed outcomes, targets and strategies. Parents and, where appropriate, pupils contribute to the plan.

Do

The class teacher delivers high-quality teaching with targeted support. Teaching Assistants may implement specific interventions, but the class teacher retains overall responsibility for the pupil's progress.

Review

Progress is reviewed regularly, usually termly, and plans are adapted. If a pupil continues to struggle, more specialised support or external advice may be sought.

Most pupils with SEND will have their needs met through this approach. For some, additional support from outside agencies may be required.

8. Working with External Agencies



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When a child's needs are complex or persistent, we may request help from external specialists. These may include:

- Educational Psychologists
- Speech and Language Therapists
- Specialist Advisory Teachers
- CAMHS
- Occupational or Physiotherapy services
- Social care teams

These professionals can provide additional assessment, guidance for staff or direct work with the pupil. Their recommendations are incorporated into the child's SEND support plan.

9. Statutory Assessment and Education, Health and Care Plans (EHCPs)

If a pupil continues to make limited progress despite targeted support and external involvement, the school may request a statutory assessment from **Oxfordshire County Council**. This process may lead to the creation of an **Education, Health and Care Plan (EHCP)**.

The school contributes detailed evidence, including:

- Provision maps and IPTs
- Assessments and review records
- Medical information (where relevant)
- Parent and pupil views
- Reports from external professionals

Pupils with EHCPs have their plan reviewed formally each year, in addition to termly reviews in school.

Transition reviews include the receiving school's SENDCo to ensure continuity of support.

10. Partnership with Parents and Pupils

Parents play an essential role in supporting their child's development. We value their insights and work closely with them to ensure provision is effective. Parents are:

- Informed promptly of concerns
- Invited to regular review meetings
- Given clear updates on progress and next steps
- Encouraged to contribute to planning and target-setting
- Able to contact the SENDCo directly via email or appointment

Pupil voice is equally important. Children are encouraged to express their views about what helps them learn and to participate in decisions affecting their education.

11. Intervention and Support

Support for pupils with SEND may take many forms, depending on their individual needs. This might include:

- Use of specialist materials, resources or equipment
- Small-group work focused on literacy, maths or social skills
- One-to-one intervention using structured programmes
- Adjustments to teaching methods or classroom layout
- Strategies to support emotional regulation and wellbeing
- Speech and language development activities
- Adaptations for sensory or physical needs

All interventions are monitored for impact, and adjustments are made if necessary.

12. Allocation of Resources

The Headteacher and SENDCo work together to determine how SEND funding is used, ensuring it directly benefits pupils with additional needs. The governing body receives regular reports outlining how resources are



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deployed and the outcomes achieved. Staffing, training, intervention programmes, and specialist equipment are allocated based on careful assessment of need.

13. The Role of the Governing Body

The governing body oversees the school's SEND provision, ensuring that statutory requirements are met and that pupils with SEND receive high-quality support. Governors monitor the impact of provision, scrutinise data, and hold leaders to account. This policy is reviewed annually in consultation with the SENDCo and Headteacher.

14. Links to Other Policies and Documents

This SEND Policy should be read alongside:

- The SEND Information Report (published annually)
- The Accessibility Plan
- The Behaviour Regulation Policy
- The Safeguarding and Child Protection Policy
- The Equality Policy
- The Supporting Pupils with Medical Conditions Policy

The school's SEND Information Report outlines how this policy is implemented in practice and how families can access support through the **OCC Local Offer**.

15. Review of Policy

This policy will be reviewed annually by the SENDCo, the Headteacher and the governing body to ensure that it reflects current legislation, best practice and the needs of pupils at Peppard CE Primary School.