Twin Oaks Primary School
Special needs and Disability Policy

The school where everyone is valued and all succeed.

Governing Body with Responsibility	FGB
Agreed by Governors on	26th January 2026
Chair's Signature	Samantha Hoyer
Staff Member Responsible for Review	SENDCO
Date for Review	January 2027

Special Educational Needs and Disability Policy

Overview

This policy complies with the statutory requirement laid out in the SEND Code of Practice (2015) and has been written with reference to the following guidance and documents:

- SEND Code of Practice (2015)
- Special Educational Needs (Information) Regulations (2014)
- Information and guidance on the Equality Act 2010, including age discrimination and public sector Equality Duty (2013)
- Statutory Guidance on Supporting pupils at school with medical conditions (2014)
- The National Curriculum in England (2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Aims and Objectives of our approach to SEND

At Twin Oaks Primary School, we value the abilities and achievements of all our pupils, and are committed to providing for each pupil the best possible environment for learning and achieving. We aim to:

- raise the aspirations of and expectations for all pupils with SEND
- meet individual needs through a wide range of provision
- ensure the identification of all pupils requiring SEND provision as early as possible
- attain high levels of satisfaction and participation from pupils, parents and carers
- share a common vision and understanding with all stakeholders
- provide curriculum access for all
- work towards inclusion in partnership with other agencies and schools
- achieve a level of staff expertise to meet pupil need

Admission Arrangements

In line with Lewisham's admission arrangements, no pupil will be refused admission to the school on the basis of his or her special educational need or disability.

Management of SEN within School

Lisa Shearsby is the Special Educational Needs and Disability Co-ordinator (SENDCo) and is responsible for the day-to-day implementation of the SEND policy:

- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing learning support assistants
- overseeing the records of all children with SEND
- liaising with parents of children with SEND

- arranging and contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- maintaining the SEND information report

Identification and Assessment

Progress is the crucial factor in determining the need for additional support. We closely monitor the progress of all pupils, particularly where they are working below age-related expectations. Pupils' needs should be identified and met as early as possible. The four broad areas of need are:

Communication and Interaction
Cognition and Learning
Social, Emotional and Mental Health Difficulties
Sensory and/or Physical Needs

We use a number of additional indicators of special educational needs:

- the analysis of data including the Reception Baseline Assessment Framework, SATs, reading ages, annual pupil reports
- tracking individual pupil progress over time
- liaising with feeder schools on transfer
- information from other external professionals and services

If the school decides that a pupil requires additional support to make progress, the class teacher, in consultation with the SENDCo, will consider what appropriate intervention is needed. The class teacher is responsible for planning any individualised programmes, but these may be delivered by other members of staff. However, some children will need additional differentiated support in order to be helped to reach age-related expectations. These additional interventions are recorded on a Provision Map. The school will ensure that parents are closely informed of these actions and their results, with information shared at the termly parents' evenings or through other arranged meetings. These decisions and actions are revisited, refined and revised, with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. Children who need additional differentiated support in order to be helped to reach age-related expectations may be placed on the SEND register as 'SEN Support'.

Curriculum Access and Provision

In order to meet the learning needs of all pupils, teachers are responsible for providing learning to ensure it supports and challenges the needs of all pupils. The range of provision includes:

- further differentiation of resources
- in class support for small groups with an adult
- small group withdrawal with an adult, as directed by the class teacher
- implementation of interventions that are planned for and monitored via the Assess, Plan, Do, Review cycle for effectiveness.
- access to external professional support e.g. the Educational Psychologist or Speech and Language Services for further recommendations and support

External intervention will usually be triggered when, despite receiving differentiated teaching and a sustained level of support, a pupil:

- still makes little or no progress in specific areas over a long period

- continues to work at levels considerably lower than expected for a pupil at a similar age
- continues to experience difficulty in developing literacy/numeracy skills
- has social, emotional or mental health difficulties that substantially impede their learning has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

External support services will make recommendations to address the identified needs of a child.

Parental consent is sought before any external agencies are involved. Parents are asked to come into school, wherever possible, to discuss any referrals that the school thinks would be beneficial in identifying a child's needs in more detail.

Monitoring Pupil Progress and Record Keeping

Where pupils are identified as having special educational needs, we adopt a graduated response to individual needs. This takes the form of the four-part Assess, Plan, Do, Review cycle. This is where we assess a child needs, plan to meet their learning needs, carrying out the plan, and then review the impact of the outcomes for the child. The SENDCo maintains the records and ensures access to them. The school's SEND records include information on progress and behaviour and may also include information from parents, health/social services and from other agencies. The SEND files include reports and professional assessments and recommendations that are useful for the class staff to refer to so that a child receives on-going appropriate support in class.

Request for an Education, Health and Care Plan (EHCP) Needs Assessment

The school will request an EHCP needs assessment from the LA when, despite an individualised programme of sustained intervention from school and additional professional support, the pupil continues to struggle to access the curriculum. A Statutory Assessment might also be requested by the school, a parent or outside agency. The school will have the following information available:

- the interventions the child has received
- records and outcomes of reviews undertaken
- information on the pupil's health and relevant medical history assessment levels
- other relevant assessments from specialists such as Speech and Language Therapist and Educational Psychologists
- the views of parents and the pupil
- Social Care/Educational Welfare Service reports
- any other involvement by professionals

Where a parent decides to request Statutory Assessment directly, the school asks to be informed to make relevant data available to the Local Authority.

Education, Health and Care Plans

An Education, Health and Care Plan will normally be provided where, after an Education, Health and Care Needs Assessment (EHCNA), the LA considers the pupil requires provision beyond what the school can offer. A request for an Education, Health and Care Needs Assessment does not inevitably lead to an Education, Health and Care Plan.

An EHCP will include details of learning objectives and desired outcomes for the child.
These are used to develop targets that are:

- matched to the longer-term objectives set in the EHCP
  established through parental consultation
- implemented in the classroom
- delivered by the class teacher with appropriate additional support where specified

Reviews and Education, Health and Care Plans

Statements and EHC Plans must be reviewed annually and if the pupil is under 5 years, every 6 months.
The SENDCo will organise these reviews and invite:

- the pupil's parent/s and carers
- the relevant teacher and other involved staff
- a representative of the LA SEN Inclusion and Assessment Team
- a supporting professional such as an Educational Psychologist or Speech and Language Therapist
- any other person the SENDCo and parents considers appropriate

The aim of the review will be to:

- assess the outcomes in relation to the objectives on the EHC Plan
- review the provision made to meet the pupil's need as identified in the EHC Plan
- consider the appropriateness of the existing EHC Plan in relation to the outcomes during the year, and whether to cease, continue, or amend it
- if appropriate, to set new objectives for the coming year

When pupils transition from Year 6 to Year 7 the receiving schools may be invited to attend the annual review to support the planning of appropriate end of Key Stage 3 outcomes. This also gives parents the opportunity to liaise with teachers from the receiving school.

The SENDCo will complete the Annual Review form and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHC Plan.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers.
We do so by:

- giving parents and carers opportunities to play an active and valued role in their child's education
- encouraging parents and carers to inform the school of any difficulties they perceive their child may be having which need addressing
- ensuring all parents and carers have appropriate communication aids and access arrangements and providing all information in an accessible way
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- working effectively with all other agencies supporting children and their parents

- focusing on the child's strengths as well as areas of additional need agreeing outcomes for the child

Involvement of Pupils

All pupils have the right to be involved in making decisions and exercising choice. Wherever possible, pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and how they would like to be supported with learning.
- share in identifying appropriate outcomes across the curriculum
- self-review their progress and agree new outcomes

Training

In order to maintain and develop the quality of our provision, staff need to undertake appropriate training. This may be in-house training delivered by or organised by the Head Teacher or SENDCO, or external training from another provider. Training is identified in relation to the School Improvement Plan priorities, staff Performance Management objectives, and in response to the needs of the children and corresponding skills and experience of the staff.

Complaints

Complaints relating to the provision for pupils with SEND will be dealt with in the first instance by the SENDCo. In the case of an unresolved complaint, the school's formal complaints procedures will be followed.

Review of the SEND Policy

In conjunction with the Governing Body, we undertake a thorough review of both policy and practice every 2 years unless there are changes in government policy in which case the policy will be reviewed annually.

This policy was adapted in January 2026

Review date January 2027