

Loxwood Primary School SEND (Special Educational Needs and Disability) Policy



LOXWOOD
SCHOOL

Approved by:

Governing Body

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Section 1: Introduction

Loxwood Primary School policies are written to uphold the ethos, aims and vision of the school as articulated in our Vision and Values on our school website. We are an inclusive school where all children are valued and supported to achieve their full potential. We recognise that children may experience additional needs at different points throughout their school journey and a range of strategies and approaches are used to meet these needs as they arise.

This policy defines Special Educational Needs and Disabilities (SEND), outlines roles and responsibilities and details our commitment to identifying pupils with SEND, assessing their needs, implementing appropriate provision and operating a graduated response in line with the SEND Code of Practice (2015).

High-quality, inclusive teaching, including appropriate adaptation and reasonable adjustments, secures strong progress for pupils with SEND and strengthens learning for all pupils. This policy also ensures that pupils identified as having SEND or a disability are supported effectively and protected from discrimination.

The SEND Information Report, available on the school website, provides further detail about school-specific provision. The policy also outlines systems for monitoring and reviewing SEND provision across the school. All school policies are interlinked and should be read alongside other key policies, including Behaviour, Anti-Bullying, Medical, Safeguarding and Curriculum policies.

Loxwood Primary School is part of The Weald Locality, a partnership of primary schools working collaboratively to improve outcomes for children, including those with SEND. The SENDCO attends Locality Meetings to further develop expertise, skills and knowledge. West Sussex County Council also provides a Local Offer outlining services and provision available across the county.

Section 2: Rationale

At Loxwood Primary School, our commitment to children with SEND is embedded within our ethos. We believe every child is valued as an individual, with unique needs, strengths and abilities. Our broad and balanced curriculum is designed to be relevant, meaningful and accessible, with teachers maintaining high expectations for all pupils.

The achievement, attitude and wellbeing of every pupil are central to our inclusive ethos. We strive to create an environment where all pupils feel valued, supported and able to flourish academically, socially and emotionally.

To support this commitment, Loxwood Primary School employs a dedicated SENDCO, Miss Daisy Price, who is currently in the final stages of completing the National Professional Qualification for Special Educational Needs Coordinators (NPQ for SENCOs). Miss Price is a qualified teacher and is completing the qualification within the statutory timeframe. Alongside Mr Phil Bellas, our appointed Governor for SEND, she supports compliance with the SEND Code of Practice (2015), the Equality Act 2010, Part 3 of the Children and Families Act 2014 and Local Authority guidance.

As part of our commitment to inclusion and developing understanding of neurodiversity, themed awareness events and initiatives are carefully planned throughout the academic year to raise awareness amongst staff, pupils and parents. This may include events such as Dyslexia Awareness Week, Autism Acceptance Month and Dyscalculia Awareness initiatives. Information and resources may also be shared through assemblies, newsletters, displays, leaflets and the school website to promote understanding, inclusion and celebration of individual differences.

Enquiries about an individual child's progress should, in the first instance, be addressed to the child's class teacher. Please also refer to the Who to Contact poster in Appendix 4 for further information about the most appropriate member of staff to contact for different queries. Loxwood Primary School operates an 'Open Door' policy and staff are available to meet with parents and carers to discuss concerns. Further

enquiries relating to SEND provision can be directed to Miss Daisy Price. Miss Price is also the Deputy Headteacher, a member of the Senior Leadership Team and has over twenty years' experience in primary education. In conjunction with Governors and the Senior Leadership Team, she oversees SEND provision and resourcing, including SEND Teaching Assistant allocation. Parents and carers wishing to meet with Miss Price should make an appointment via the School Office.

Section 3: School Aims

- To identify learners with SEND as early as possible and provide the special educational support they need, delivering provision that is additional to and different from the standard curriculum.
- To ensure learners with SEND can access the curriculum and participate fully in school life.
- To support all learners in achieving their full potential through careful monitoring and tracking of progress.
- To keep parents and carers informed and maintain effective communication between home and school.
- To empower learners to share their views and be involved in decisions affecting their education.
- To work in partnership with external agencies where appropriate.
- To adopt a "whole school, whole child" approach to SEND support.
- To provide ongoing support, training and advice to staff working with pupils with SEND.

Section 4: Definition of SEND

We define special educational needs using the Special Educational Needs and Disability (SEND) Code of Practice (2015) which states that:

'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 him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.'

SEND Code of Practice 0-25 Years Old (2015) - Introduction xiii and xiv

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (LA);
- Are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

A disability is defined as a physical or mental impairment which has a long term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities (2010 Equality Act).

The SEND Code of Practice identifies four broad areas of need:

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

At Loxwood Primary School, we support children across all four areas and recognise that every child is unique.

Dyslexia and Specific Learning Difficulties or Differences in Literacy

Our shared understanding of dyslexia is based on Rose (2009):

“Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.”

We recognise that dyslexia is a learning difference and may occur across a range of intellectual abilities.

Dyscalculia and Specific Learning Difficulties or Differences in Mathematics

Dyscalculia refers to a set of processing difficulties affecting the acquisition of arithmetic skills and other areas of mathematics.

The British Dyslexia Association defines dyscalculia as:

“In dyscalculia, the most commonly observed cognitive impairment is a pronounced and persistent difficulty with numerical magnitude processing and understanding, leading to age-related difficulties with naming, ordering or comparing numbers, estimating and place value.”

At Loxwood Primary School, staff monitor and assess pupils’ literacy and mathematical development carefully to identify barriers to learning early and provide appropriate support and intervention where needed.

Section 5: Roles and Responsibilities

Special Educational Needs Co-ordinator (SENDCO)

The SENDCO is Miss Daisy Price.

The SENDCO will:

- Work with the Headteacher and SEND Governor to determine the strategic development of SEND policy and provision
- Oversee the day-to-day operation of this policy and the coordination of provision for pupils with SEND, including those with EHCPs
- Provide professional guidance to staff and work with parents and external agencies
- Advise on the graduated approach to SEND support
- Advise on the deployment of the school’s delegated budget and resources
- Act as a point of contact for external agencies
- Liaise with future education providers to support transition
- Work with the Headteacher and Governors to ensure the school meets its Equality Act duties
- Ensure SEND records are kept up to date
- Ensure the SEND Information Report is reviewed and published annually

Headteacher

The Headteacher will:

- Ensure high-quality teaching is clearly understood and consistently implemented across the school
- Work with the SENDCO and SEND Governor to determine strategic SEND development
- Hold overall responsibility for provision and progress of learners with SEND
- Ensure SEND need and provision can be clearly articulated during inspection processes
- Ensure the SEND Information Report is reviewed and agreed by the Local Governing Body

Class Teachers

Class teachers are responsible for:

- Teaching all pupils effectively through Quality First Teaching, adaptation and scaffolding
- Identifying pupils who may require SEND support and informing the SENDCO through the Inclusion Support Referral process
- Monitoring the progress and development of every pupil in their class
- Keeping parents informed of progress, concerns and actions
- Working with teaching assistants and specialist staff to plan and assess support
- Working with the SENDCO to review pupil progress and provision

- Following this SEND policy

Assistant Teachers

Assistant Teachers will:

- Deliver activities and interventions planned by the class teacher and SENDCO
- Support pupils in class or through small group/individual work where appropriate
- Keep records as requested
- Support the implementation of ILPs
- Attend relevant SEND training where appropriate

The SEND Governor and Local Governing Body

The Governing Body has a statutory duty to ensure Loxwood Primary School fulfils its responsibilities for pupils with SEND in line with the SEND Code of Practice (2015) and Equality Act (2010).

The SEND Governor will:

- Work with the Headteacher and SENDCO to support strategic SEND development
- Monitor the quality and effectiveness of SEND provision
- Receive updates regarding SEND priorities, outcomes and developments
- Help ensure statutory responsibilities are met
- Raise awareness of SEND and inclusion within governor meetings

The Local Governing Body will:

- Ensure the school complies with statutory duties relating to SEND
- Monitor the effectiveness of the SEND policy and provision
- Ensure appropriate resources and staffing are considered
- Ensure the SEND Information Report is reviewed, updated and published annually
- Support the school in promoting an inclusive environment

The Designated Safeguarding Lead

In line with Keeping Children Safe in Education, the DSL and SENDCO work collaboratively to support the safety, wellbeing and educational outcomes of pupils with SEND.

Section 6: Identification of SEND

At Loxwood Primary School, we are committed to identifying pupils with SEND as early as possible so that appropriate support can be implemented promptly and effectively.

Upon entry to school, children's attainment and developmental needs are assessed to establish a baseline. We work closely with parents, Early Years Providers, and Early Years services to support smooth transitions and share relevant information. Speech, language and communication are recognised as fundamental to learning and development and, where appropriate, early screening and intervention may be implemented.

The progress of all pupils is monitored through formative assessment, observation and termly Pupil Progress Meetings. A child may require additional support where they:

- Make significantly slower progress than peers from the same starting point
- Fail to match or improve on their previous rate of progress
- Are not closing the attainment gap
- Experience difficulty accessing learning or participating fully in school life

Parents and carers are encouraged to share concerns about their child's learning, development or wellbeing. Concerns may also be raised by staff through discussion with the SENDCO or via the Inclusion Support Referral process.

Where concerns are identified, the class teacher and SENDCO will consider next steps. This may include classroom adaptations, targeted support, short-term intervention, closer monitoring or placement on the SEND register with an Individual Learning Plan (ILP).

To further understand a pupil’s strengths and needs, the school may use assessment tools and screening processes. Where necessary, advice may be sought from external professionals such as educational psychologists, speech and language therapists, paediatricians or specialist advisory teachers.

Identification of Dyslexia, Dyscalculia and Specific Learning Difficulties or Differences

Specific learning difficulties or differences in literacy and mathematics may be identified through teacher observation, assessment information or concerns raised by parents and carers. Where appropriate, the SENDCO and class teacher may use:

- Dyslexia and Dyscalculia checklists
- GL Assessment screeners
- assessments linked to literacy, numeracy and working memory
- consideration of visual stress and processing needs

As part of our early identification processes, a range of screening and assessment tools may be used from Year 3 onwards where appropriate. These may include dyslexia screeners, dyscalculia checklists, sensory checklists and specific learning difficulties checklists. These assessments support staff in identifying potential barriers to learning and planning appropriate provision and reasonable adjustments.

Medical conditions may also contribute to a special educational need, although this is not always the case.

Section 7: Provision

Graduated Response

Loxwood Primary School provides personalised support for pupils with SEND through a graduated response model, in line with the SEND Code of Practice (2015). Our approach is centred on early identification, inclusive practice and high-quality teaching.

The school uses the West Sussex Ordinarily Available Inclusive Practice guidance to support inclusive provision. Class teachers hold primary responsibility for the progress and development of all pupils, supported by the SENDCO and wider inclusion team. Provision is adapted in response to pupils’ needs and reviewed through the Assess–Plan–Do–Review (APDR) process.

Most pupils’ needs can be met through high-quality inclusive teaching and adapted classroom practice. However, some pupils may require increasingly targeted or specialist support.

Levels of Provision

Universal Provision	Early Intervention (Not on SEND Register)	Targeted Additional Support (On Monitoring Register)
Pupils may have been identified but the teacher can provide provision through Quality First Teaching. Monitored by the Class Teacher.	In addition to universal provision: <ul style="list-style-type: none"> • Small group work. • Tools and resources to support access. Monitored by Class Teacher.	Pupils are not on the SEND register as they are still making sufficient academic progress; however, they may access tracked interventions and be identified on Class Action Plans. Early intervention and personalised provision are implemented and reviewed at Pupil Progress Meetings with the SENDCO.

Targeted, Intensive Additional Support (Formal SEND register – ‘School Support’)	EHCP (Formal SEND register – ‘EHCP’)
<ul style="list-style-type: none"> • High levels of adult support and access to an adapted curriculum • Targeted and intensive additional support, including 	<ul style="list-style-type: none"> • Education, Health and Care Plan (EHCP) reviewed at least annually • Multi-professional planning and coordinated support

<ul style="list-style-type: none"> involvement from outside agencies such as SALT, LBAT, ASCT and APC Individual Learning Plan (ILP) reviewed at least termly Identified on the school provision map One Page Profile completed at least annually Reviewed at Pupil Progress Meetings with the SENDCO 	<ul style="list-style-type: none"> Personalised support and resources delivered through an individualised curriculum High levels of adult support to enable access to learning Access to adapted environments where appropriate Individual Learning Plan (ILP) reviewed at least termly Identified on the school provision map One Page Profile completed at least annually Reviewed at Pupil Progress Meetings with the SENDCO
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School Support

Where a pupil requires provision that is additional to and different from that ordinarily available through Quality First Teaching, they may be placed on the SEND register under ‘School Support’.

Pupils on the SEND register will have an Individual Learning Plan (ILP) and, where appropriate, a One Page Profile. Provision and progress are monitored regularly by the class teacher and SENDCO through the APDR cycle.

External agency advice is incorporated into provision planning where appropriate. SEND records are maintained securely through Bromcom and the SEND and Inclusion Tracker. Some pupils may also require Behaviour Support Plans or Risk Assessments to ensure consistent and safe support across the school environment.

Education, Health and Care Plans

Where a pupil continues to experience significant and persistent difficulties despite sustained support, the school and/or parents may request an Education, Health and Care Needs Assessment from the Local Authority.

An EHCP provides coordinated support across education, health and social care. Where an EHCP is issued, annual reviews are held involving parents, the pupil, school staff and external professionals.

Assess–Plan–Do–Review

Assess: Needs are identified using assessment data, observations, pupil voice, parental views and external advice where appropriate.

Plan: Outcomes, interventions and strategies are agreed collaboratively.

Do: Support is delivered by appropriately trained staff. The class teacher retains overall responsibility for learning and progress.

Review: Provision is reviewed regularly and adapted in response to progress and changing needs.



Monitoring Pupils on the SEND Register

Once a pupil has been identified as requiring SEND Support, systems are put in place to ensure provision is monitored, reviewed and adapted to meet their individual needs.

Pupils on the SEND register will have a One Page Profile outlining strengths, interests, successful strategies and areas where support may be required. An Individual Learning Plan (ILP) will also be created, detailing outcomes, provision and support strategies to support progress. This may include interventions, small group work, adapted resources or curriculum support.

The class teacher remains responsible for the day-to-day implementation of the ILP and works closely with support staff and the SENDCO to monitor progress. ILPs are reviewed regularly, typically on a termly basis, with opportunities for parent/carers and pupil voice to contribute. Parents and carers may also discuss ILPs during parents’ evenings and review meetings.

Where external professionals are involved, their advice and recommendations will be incorporated into provision planning and shared appropriately with parents and carers. SEND records are securely maintained using Bromcom and the SEND and Inclusion Tracker.

Some pupils may also require additional support documents, such as Behaviour Support Plans or Risk Assessments, to ensure consistent and safe support across the school environment.

Outside Agencies

Where specialist advice is required, the school may involve:

- Advisory Teachers
- Autism and Social Communication Team
- Child and Adolescent Mental Health Services
- Child Development Centre
- Early Help Services
- Educational Psychology
- Learning and Behaviour Advisory Team
- Occupational Therapy
- School Nurse
- Speech and Language Therapy.

Parents and carers are involved in decisions regarding referrals and recommendations.

Section 8: SEND – Teaching, Learning and the Curriculum

At Loxwood Primary School, we believe that all children learn best when they feel included, valued and supported within their learning environment. We recognise that inclusion may look different for individual pupils depending on their needs, and our aim is always to ensure that every child is able to achieve their full potential academically, socially and emotionally.

All pupils, including those with SEND, are planned for by the class teacher and supported through high-quality inclusive teaching. This support may also involve teaching assistants, the SENDCO and, where appropriate, external professionals. Teachers aim to spend time working regularly with all pupils and carefully adapt learning to meet individual needs whilst maintaining high expectations for every learner. We aim to provide sufficient support and appropriate adaptations to enable pupils to flourish whilst also promoting independence, self-advocacy and confidence. Pupils are encouraged to recognise when they need support, communicate their needs appropriately and develop strategies that help them access learning successfully.

Outcomes and targets for pupils with SEND are personalised according to individual need. Interventions, whether delivered within the classroom, in small groups or through individual support, are carefully selected to match identified barriers to learning. Interventions are used strategically to support pupil progress and independence and are reviewed regularly for impact. Progress towards outcomes is monitored collaboratively by the class teacher and SENDCO through the Assess–Plan–Do–Review (APDR) process. Interventions and provision are identified within the pupil’s Individual Learning Plan (ILP) and reviewed regularly to ensure they remain effective and appropriate.

The school uses the West Sussex Ordinarily Available Inclusive Practice (OAIP) guidance to support classroom provision and inclusive teaching strategies. The OAIP guidance outlines examples of reasonable adjustments, Quality First Teaching strategies and tailored approaches that can support pupils with a wide range of additional needs. Staff are encouraged to use this guidance to inform classroom practice and provision planning.

Our classrooms aim to be inclusive, supportive and sensory-considerate environments. Staff recognise and support a range of needs including neurodiversity, sensory differences, dyslexia, dyscalculia, dyspraxia and other special educational needs and disabilities. Classroom environments are reviewed using inclusive and sensory environment checklists to support accessibility, engagement and regulation for all learners. Staff consider factors such as classroom layout, lighting, visual presentation, sensory load and accessibility when planning learning environments.

Curriculum content is adapted and scaffolded appropriately to improve accessibility through the use of visual, auditory, tactile and concrete resources. Alongside high-quality teaching and adapted classroom practice, pupils may also access additional resources and support tools such as:

- Coloured reading rulers or overlays
- Ear defenders
- Wobble cushions
- Standing desks
- Fidget or sensory resources
- Assistive technology and adapted equipment

Staff work collaboratively with pupils, parents, carers and professionals to identify successful strategies and make reasonable adjustments where appropriate. This may include changes to classroom layout, seating arrangements, lighting or sensory environments. The agreed use of support tools and resources remains at the discretion of the class teacher to ensure that they positively support learning and do not become a distraction for the pupil or others.

The school actively promotes awareness, understanding and acceptance of neurodiversity and individual differences through assemblies, awareness events, newsletters, information shared on the school website and parent communication. This may include participation in events such as Dyslexia Awareness Week, Autism Acceptance Month and Dyscalculia Awareness initiatives.

The school is committed to ensuring accessibility for all pupils and stakeholders. The building is primarily situated on one level, with accessible toilets and hygiene facilities available. Additional adaptations to the physical environment will be made where appropriate to support pupils with physical or sensory needs.

All pupils access, at least in part, the National Curriculum, and achievement is recognised across all curriculum areas. Lessons are delivered within respectful, structured and supportive classroom environments where children's efforts and achievements are consistently recognised and celebrated.

All pupils have equal rights of admission through the Local Authority admissions process. Transition arrangements, including transfers between classes and to new schools or settings, are carefully planned in collaboration with families and external professionals to support continuity and positive outcomes.

Access to Extra-Curricular Activities

Loxwood Primary School is committed to ensuring that pupils with SEND are fully included in the wider life of the school. Pupils have access to lunchtime clubs, after-school clubs, educational visits, residential visits and enrichment opportunities wherever reasonably possible.

Where necessary, reasonable adjustments and additional support are implemented to enable pupils to participate safely and successfully in extracurricular activities and wider curriculum experiences. We believe that participation in these opportunities plays an important role in promoting confidence, independence, social development and inclusion.

Section 9: Training and Resources

Loxwood Primary School is committed to ensuring that all staff have the knowledge, skills and confidence required to support pupils with Special Educational Needs and Disabilities (SEND) effectively. SEND training forms part of the school's ongoing Continuing Professional Development (CPD) programme and reflects both whole-school priorities and the individual needs of pupils within the school community.

All teachers are teachers of pupils with SEND and are responsible for delivering high-quality inclusive teaching within their classrooms. Staff receive training in the principles of the SEND Code of Practice (2015), the identification and assessment of SEND, adaptive teaching approaches and the monitoring and

review of pupil progress. Staff also receive training linked to inclusive practice approaches for literacy, mathematics, sensory needs and neurodiversity.

Professional development may include:

- Whole-school SEND and inclusion training
- In-house training delivered by the SENDCO or senior leaders
- Training delivered by external agencies and specialists
- Local Authority briefings and locality network meetings
- Research-informed practice and self-directed professional learning opportunities

Assistant Teachers are provided with regular in-house training and are also supported to access external professional development opportunities where appropriate. Training is carefully planned to meet the changing needs of pupils and may focus on areas such as speech and language development, autism, social communication, sensory processing, dyslexia, dyscalculia, emotional regulation and medical needs.

Miss Daisy Price, SENDCO, provides ongoing advice, training and support for staff across the school. This includes sharing resources, modelling strategies, supporting provision planning and disseminating updates relating to SEND practice and legislation. Newly appointed staff meet with the SENDCO to discuss key aspects of SEND provision, systems and inclusive practice at Loxwood Primary School.

The school accesses support, training and specialist advice from a range of external services and professionals where appropriate. These may include:

- Educational Psychology Services
- Learning and Behaviour Advisory Team (LBAT)
- Autism and Social Communication Team (ASCT)
- Sensory Support Services
- Speech and Language Therapy Services
- School Nursing Services
- Occupational Therapy and Physiotherapy Services
- Other specialist advisory and outreach services

The SENDCO attends termly meetings within The Weald Locality SENDCO network and Local Authority SEND briefings to remain informed of current developments, legislation and best practice.

Resources and provision to support pupils with SEND are identified according to individual and group needs. The allocation of teaching assistant support and SEND resources is reviewed regularly by the SENDCO in collaboration with senior leaders to ensure provision remains responsive, effective and equitable.

Section 10: Working with Parents and Pupils

At Loxwood Primary School, we are committed to positive and collaborative relationships with parents, carers and pupils.

We operate an 'Open Door' policy and encourage parents to speak with the class teacher or SENDCO regarding progress, wellbeing or emerging needs.

Where a child requires additional support, parents will be involved throughout the graduated approach. Discussions may include:

- Assessments and observations
- Strengths and areas of need
- Reasonable adjustments and interventions
- Placement on the SEND register
- Development and review of ILPs

For pupils on the SEND register, ILPs are reviewed at least termly with parents and carers.

Pupil voice is valued, and children are supported to share their views and aspirations.

The SENDCO works with parents to coordinate support and, where appropriate, seek advice from external agencies.

School staff can identify SEND and implement provision but cannot provide medical diagnoses. Parents seeking advice regarding ADHD, Autism or other medical needs are encouraged to contact health professionals.

Section 11: Supporting Children and Families

Local Offer

Further information regarding support for children and families is contained in the West Sussex Local Offer available at www.westsussex.local-offer.org.

The school's Local Offer and SEND Information Report are available on our SEND and Inclusion Page on the school website https://www.loxwoodschool.com/web/send_and_inclusion/33073.

Arrangements to enable children with SEND to access National Curriculum tests are made in line with Department for Education guidance available at <https://www.gov.uk/key-stage-2-tests-how-to-use-access-arrangements>. The Headteacher, SENDCO and Year 6 class teachers are responsible for planning access arrangements.

Transition Arrangements

At Loxwood Primary School, we recognise that transitions and periods of change can be challenging for some children and families, particularly for pupils with SEND. We aim to ensure that all transitions are carefully planned, supportive and personalised to meet individual needs, enabling pupils to feel safe, confident and prepared for their next stage of education.

Transition into School

To support pupils joining Loxwood Primary School, the school may provide:

- Visits to pre-school settings by school staff, including the SENDCO where appropriate
- Meetings for new parents and carers involving class teachers, support staff and the SENDCO
- Additional transition meetings with parents, carers and outside professionals where required
- Liaison between the SENDCO and external agencies involved with the child
- Opportunities for additional visits to the school environment for individual pupils
- Transition resources, photographs or booklets to familiarise children with key adults and learning environments
- Careful sharing of records and information from previous settings to support effective planning and provision

Information regarding admissions and joining the school is available on the school website through the Admissions and Prospective Parents section.

Transition within School

Transitions between year groups and classes are carefully planned to support continuity and minimise anxiety. Arrangements may include:

- Visits to new classrooms and learning environments during the summer term
- Additional transition visits for identified pupils where appropriate
- Transition booklets or visual resources containing photographs of new classrooms, staff and routines
- Transition meetings between current and receiving teachers to share detailed information regarding pupils' needs, provision and successful strategies
- Sharing of One Page Profiles, ILPs and relevant SEND information with receiving staff

Transition to Secondary School

The school works closely with receiving secondary schools to ensure smooth and supportive transitions for pupils with SEND. Transition arrangements may include:

- Liaison meetings between the Year 6 teacher, SENDCO and secondary school SENDCO
- Additional visits to secondary settings, including schools such as The Weald School and The Glebelands School, for individual pupils or groups
- Transition booklets and visual supports to help pupils prepare for changes
- Opportunities for small group or pastoral transition support where appropriate
- Annual Review meetings for pupils with Education, Health and Care Plans (EHCPs), with secondary staff invited to contribute to transition planning
- Sharing of relevant records, strategies and provision information with receiving schools to support continuity of support and provision

We believe that effective transition planning plays an important role in promoting pupils' emotional well-being, confidence and long-term success.

Social, Emotional and Mental Health Needs

At Loxwood Primary School, we recognise that behaviour itself is not identified as SEND. However, behaviour may indicate underlying social, emotional or mental health needs.

If a child exhibits consistent, detrimental, or dangerous behaviours, the class teacher will assess the child's needs. Staff will work with the child and family to explore possible causes and support.

Where appropriate, this may include involvement from:

- Early Help Services
- Social Care
- Child and Adolescent Mental Health Services
- Child Development Centre
- Single Point of Access
- Medical professionals

For pupils with longer-term SEMH needs, the school offers supportive interventions to develop emotional resilience, regulation and social skills. Loxwood Primary School has access to ELSA provision and pastoral support.

Behaviour is managed in accordance with the school's Behaviour Policy, with a focus on consistency, relationships and inclusion.

Loxwood Primary School has a zero-tolerance approach to bullying, including bullying or discriminatory behaviour towards pupils with SEND.

Medical Conditions

The school recognises that children with medical conditions may need support to access the curriculum and wider school life.

- Children requiring support in school will have an Individual Healthcare Plan.
- The school's Medical Needs Policy is available from the school office.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring non-judgmental attitude throughout the school.

Access to Extra-Curricular Activities

We are committed to ensuring all children have equal access to lunchtime clubs, after-school clubs, and supportive activities that enhance their engagement with the broader curriculum. We make necessary accommodations and adaptations to meet the diverse physical and learning needs of our students. Our curriculum includes educational and residential visits, with the aim of including every child in these enriching experiences.

Section 12: Evaluating the Effectiveness of SEND Provision

SEND provision is monitored and evaluated by pupil, parent, staff and governor views. The success of the education and support given to children with SEND will be evaluated as follows:

- That pupils are being clearly identified with special educational needs as early as possible.
- That teaching follows the 'assess, plan, do, review' format, with pupils being assessed informally and formally and the information is used to devise action and targets (on ILPs where appropriate). Involvement and assessment by outside agencies (e.g. Educational Psychologist) also take place.
- That the provision made in school matches the needs of the pupils and allows the pupil to make progress.

Section 13: Storing and Managing Information

- Children's progress is tracked on Sonar.
- Children's personal details are stored on BROMCOM.
- Information relating to children with SEND is kept in line with the school's Data Protection Policy available from the school office.
- Any safeguarding or behaviour incidents are recorded through the school's CPOMS system.

Section 14: Comments, Compliments and Complaints

At Loxwood Primary School, we are committed to working collaboratively with parents and carers to support pupils, particularly those with SEND.

Class teachers are usually the first point of contact. Parents may also contact the SENDCO regarding SEND provision. Meetings can be arranged through the school office or by emailing sendco@loxwoodschool.com.

The school aims to work in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are managed in accordance with the school's Complaints Policy and Procedure.

Section 15: Review of SEND Policy

This policy will be reviewed annually to take account of any revised legislation or guidance and the on-going development of practice in school related to the SEND Code of Practice 2015.

Appendix 1: Glossary of Acronyms

Glossary of Acronyms

SEND	Special Educational Needs & Disabilities
EHCP	Educational & Health Care Plan
EHCNA	Educational & Health Care Needs Assessment
EYFS	Early Years Foundation Stage
ILP	Individual Learning Plan
KS1/KS2	Key Stage 1/Key Stage 2

Specific needs

ASD/ASC	Autistic Spectrum Disorder/ Autistic Spectrum Condition
ADHD	Attention Deficit Hyperactivity Disorder
ADD	Attention Deficit Disorder
EAL	English as an Additional Language
FOS	Foetal Alcohol Syndrome
HI/VI	Hearing Impairment/Visual Impairment
NDP	Neuro Development Pathway
ODD	Oppositional Defiance Disorder
PDA	Pathological Demand Avoidance
SALT	Speech and Language Therapy
SEMH	Social, Emotional & Mental Health

Organisations/support

ASCT	Autism and Social Communication Team
CAMHS	Child and Adolescent Mental Health Service
CARM	Consultation & Review Meeting
CDC	Child Development Centre
C-SPA	Children's Single Point of Access (Surrey referrals & concerns)
DLA	Disability Living Allowance
EP	Educational Psychologist
EH	Early Help
IFD	Integrated Front Door (West Sussex referrals & concerns)
LBAT	Learning & Behaviour Advisory Team
OT	Occupational Therapy
SPOA	Single Point of Access (for mental health referrals)
TAF	Team around the Family

Appendix 2: Individual Learning Plan Template (School Support)



Individual Learning Plan (ILP) 2025-2026



Child's Name:		Date of Birth:	Date:	Review Date:
Year Group:		Teacher(s): Assistant Teacher(s):	Attendance:	Attendance at review:
Photo	What does good support look like for me? (Strategies from Ordinarily Available Inclusive Practice) <ul style="list-style-type: none"> • 			
ASSESS		PLAN and DO		REVIEW
What I can do now?	My Outcomes: These should be specific, measureable & achievable and agreed by all.	Steps towards achieving my outcomes: What interventions/resources/strategies will be used? Who will be managing this? When & how often will this happen?	How did I do? What has been the impact? What changes need to be made? What needs to stay the same?	
To	1.	•		
To	2.	•		
To	3.	•		
To	4.	•		
Pupil Voice: 				
Parent Voice & Supporting at Home: 				



EHCP Individual Learning Plan (ILP) 2025-2026



Child's Name:		Date of Birth:	Date:	Review Date:
Year Group:		Teacher(s): Assistant Teacher(s):	Attendance:	Attendance at review:
Photo	What does good support look like for me? (Strategies from Ordinarily Available Inclusive Practice)			
•				
Outside Agency Involvement: Reports & Advice				
EHCP – Communication and interaction				
EHCP – Cognition and learning				
EHCP – SEMH				
EHCP – Sensory and physical				
ASSESS		PLAN and DO		REVIEW
What I can do now?	My Outcomes: These should be specific, measurable & achievable and agreed by all.	Steps towards achieving my outcomes: What interventions/resources/strategies will be used? Who will be managing this? When & how often will this happen?	How did I do? What has been the impact? What changes need to be made? What needs to stay the same?	
Cognition and Learning I can	1. To	•		
Cognition and Learning I can	2. To	•		
Cognition and Learning I can	3. To	•		
Cognition and Learning I can	4. To	•		
Pupil Voice:				
Parent Voice & Supporting at Home:				
•				

WHO TO CONTACT



There will be times when you need to contact school. Should you have an issue or concern that relates to your child, please don't hesitate to approach the school directly. The first point of contact will usually be your child's class teacher. It's in everybody's best interests that any issues are resolved as quickly as possible. This guidance is designed to help you handle concerns quickly and confidently by directing you to the person in school who is best-placed to help. Our full complaints policy and procedure are also available on our website. This document is designed to be an 'at a glance' contact list.

For matters pertaining to:

- Pupil absence
- Dates / times for school events
- Payments to school
- General non-urgent queries



Please contact the School Office:

- 01403752207
- messages@loxwoodschool.com
- Loxwood Primary School, Nicholsfield, Loxwood, West Sussex, RH140SR

For matters pertaining to:

- Class-based concerns
- Your child's learning
- Your child's general well-being



Please contact your child's Class Teacher:

- In the first instance, we encourage short conversations at the start or end of the day where possible. For matters which require a more in-depth conversation, please call or email the school office to arrange for the class teacher to call you back.
-

For matters pertaining to:

- Special Educational Needs
- Safeguarding concerns



Please contact our SEND Coordinator

Miss Daisy Price :

- 01403752207
- sendco@loxwoodschool.com
- Loxwood Primary School, Nicholsfield, Loxwood, West Sussex, RH140SR

For matters pertaining to:

- Any ongoing matters that you have raised previously with the class teacher but you feel have not been resolved.
- If the matter is regarding one of the members of staff mentioned above.
- Feedback about the school: negative or positive.



Please contact our Deputy Headteacher

Miss Daisy Price :

- 01403752207
- deputy@loxwoodschool.com
- Loxwood Primary School, Nicholsfield, Loxwood, West Sussex, RH140SR

For matters pertaining to:

- Any long-term matters that you have raised previously via the above channels but you feel have not yet been resolved successfully or you are dissatisfied with the outcome.
- If the matter is regarding one of the members of staff mentioned above.
- Safeguarding concerns.
- Serious and urgent queries.



Please contact our Headteacher

Mrs Sharon Mellors :

- 01403752207
- head@loxwoodschool.com
- Loxwood Primary School, Nicholsfield, Loxwood, West Sussex, RH140SR