John Watson School
a community special school

Special Educational Needs & Disability (SEND) Policy

Signed by Chair of Governors
Lynn Wong

Date: September 2025
Review: September 2027

This policy will be reviewed as per the review schedule set by the Governing body or in accordance with policy updates issued by Oxfordshire County Council (whichever is sooner)

Special Educational Needs & Disability (SEND) Policy

At John Watson School (JWS), all pupils have Special Educational Needs and Disabilities (SEND) that require an Education Health and Care Plan (EHCP). The school provides education for pupils with SEND aged 2-19 years who are primarily learners with Profound or Severe Learning Difficulties. We believe that every one of our pupils have individual and unique strengths and needs.

Our Core Values **SLICE** ensures a whole school approach to improving the outcomes of our pupils

Safety	**L**earning	**I**ndependence	**C**ommunication	**E**ngagement

A child or young person has SEND if they have a learning difficulty and/or a disability that requires special health and education support (SEND Code of Practice, 2014). The SEND Code of Practice and the Children and Families Act provides guidance to health and social care, education and local authorities to ensure that children and young people with SEND are supported.

Statement of Intent

This SEND Policy will be implemented in accordance with Oxfordshire County Council policies and aligned with the Government's current SEND Code of Practice (2014). The policy is mindful of the inclusion process, adhering closely to three key principles

- Setting suitable learning challenges for all pupils
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning

Provision for pupils with SEND

At John Watson School we aim to embed positive behaviour for learning to empower pupils and maximise their learning opportunities. The School follows a Curriculum, Planning & Assessment Framework using a Plan-Do-Review Model. This aligns with a Graduated Approach to SEND support (Oxfordshire, 2020). It ensures that the pupils' individual needs are at the core of their learning.

We aim to ensure that all learning is relevant, engaging and supports the independence of pupils with the aim of ensuring that all can integrate with their chosen communities. We aim to empower each individual to live a fulfilling life as independently as possible, supporting pupils to reach their maximum potential through access to a curriculum and resources individually tailored to their strengths and needs.

We aim:

- To enable each pupil to experience success
- To promote the development of self-confidence and self esteem
- To provide each pupil with access to a broad and balanced curriculum which meets their specific needs linking to our Thematic Long Term Planning
- To create a learning experience which encourages the growth of positive attitudes to learning and supports pupils to use strategies that reduce barriers to learning
- To provide equal opportunities for all pupils to access our school's provision, in line with their strengths/needs

- To work with parents and carers in planning for their child's educational pathway
- To engage and liaise with professionals and support services in order to meet all pupils' needs
- To ensure that all staff are meeting their responsibilities within their identified roles

Working with Parents/Carers and Families

SEND in John Watson School is a shared responsibility between school, parents/carers and external agencies. Developing and maintaining an effective parent/carer partnership is a key aspect of our school ethos. Parents/Carers and families are integral to ensuring a child centred approach. They will be consulted regarding their child's special needs and informed on how their child is progressing through daily home school diaries, email or phone calls home; parent consultation evenings; and Annual Teacher Reports.

The school will:

- Seek parental permission before referrals to outside agencies
- Share Individual Therapy Targets (ITTs) set alongside therapists, with parent/carers and pupils (as appropriate)
- Ensure parents sign ITTs and targets to demonstrate evidence of this process
- Use the home / school online communication system (Google Classroom) as an informal method of communication, as agreed between parties
- Make the SENCO available for individual parental appointments as required
- Encourage parents to fulfil their responsibilities including:
    - Communicating regularly, alerting school to any concerns
    - Supporting home learning
    - Supporting their child in partnership with school and other agencies/professionals

We have a well developed website where we post a wide range of information about the school. We share information, pupils' work and achievements, through a fortnightly newsletter. Families are encouraged to contribute to the school and complete questionnaires in order to provide feedback on the school's provision.

If there are concerns regarding the school's provision, we encourage families to contact the class teacher. When this is not appropriate, the Headteacher is available for arranged appointments. The JWS Complaints Policy is on the website.

Pupil Voice

At John Watson school we believe that every learner has the right to be heard and to contribute wherever possible, towards decisions in their learning. Pupils are encouraged and supported to make choices in line with their level of understanding and development. They are encouraged to participate in education reviews to ensure they can express their views and understand that they matter. Engagement is gained through a Total Communication approach, with questionnaires and resources developed and differentiated to make them accessible for pupils.

The School Council is well developed on our Holton site and provides pupils with a forum to discuss school and feedback to the Senior Leadership Team, influencing the school and its development. We have a strong culture of mutual respect and respect for the wider school environment with well developed systems in place to support pupils experiencing emotional and/or mental health challenges, on either a temporary or longer term basis. This is addressed systematically through the PSHE & Citizenship curriculum, and our Mental Health Champions for pupils. Where a pupil's needs are beyond our specialist knowledge, we have links with local specialist services, using their expertise to support our work.

Partnerships

The school supports and encourages active liaison with our partner schools, Wheatley Nursery School, Wheatley CE Primary School and Wheatley Park School. We aim to maintain and extend the school's culture, policies and practices of inclusion, for all pupils and to engender a sense of community and belonging. The school also liaises with the wider community, including Magdalen College School, developing mutually beneficial opportunities for pupils.

SEN resources

Our resources are allocated through the Local Authority, providing the teaching and support staff, buildings and equipment for the pupils. Teachers develop a differentiated curriculum for their pupils and additional needs are provided with reference to the EHC Plan. This may take the form of additional help from support staff, teacher time, materials or specific equipment. These are resourced through the School's SEN budget. The school is committed to providing the appropriate equipment and equal access to high quality learning experiences, which support the needs of each individual pupil. This includes creating a calm, low arousal environment that supports the mental health of pupils.

SEN Personnel and Staffing

All staff have comprehensive induction training followed by continuing formal and informal professional development opportunities throughout the year. The skills and knowledge of the staff at John Watson School is exceptionally well developed in the area of learning disabilities and is supplemented by additional support in the areas of teaching, Speech and Language Therapy, Physiotherapy and Occupational Therapy.

At John Watson School we work closely with external professionals and services, including:

- Clinical Nurse Specialists (CNS)
- Speech and Language Therapists (SLT)
- Physiotherapists (PT)
- Occupational Therapists (OT)
- The Sensory Impairment Service (SENSS)
- Educational Psychologists (EP)
- Social Services (SS)
- Learning Difficulties Child & Adolescent Mental Health Services (LDCAMHS)
- The Behaviour Support Service (BSS)
- Riding for the Disabled (RDA)

We collaborate with Speech Therapists, Occupational Therapists and Physiotherapists to set and review Individualised Therapy Targets that inform part of pupils ILPs (as required). These targets are assessed, reviewed and recorded at regular intervals (approximately 3 times a year) between school and the therapy services.

Evaluating effectiveness and reviewing pupil progress

All pupils have individual outcomes from their EHCPs that are broken down into SMART (Specific, Measurable, Achievable, Realistic and Timely) targets. These are monitored on an ongoing basis in line with our Curriculum, planning and assessment framework. All targets are set based on the evidence of thorough assessment and, where required, advice from the Senior or Extended Leadership teams and/or from other professionals.

Pupils in transition years (Y6, Y9, Y11, Y14) have a review in the autumn term, in order to support a smooth transition. The majority of Annual Reviews are held in the summer term, reviewing pupil targets and setting new outcomes for the following year. This presents an opportunity for parents/carers to meet with the class teacher, senior leaders and other professionals to discuss their child's progress. Annual Review meetings aim to be face to face if possible, with the aim

that some Primary pupils and most Secondary pupils will attend part of the meeting. This is dependent on the individual pupil's ability to cope with this expectation. Prior to the Annual Review a Pupil Voice proforma is completed, with the pupil supported through differentiated resources.

The Senior Leadership (SLT) and Extended Leadership Teams (ELT) monitor the effectiveness of the delivery of lessons and oversee the curriculum pathways. SLT undertakes frequent learning walks and book-looks, alongside deep dives and moderation of targeted curriculum areas. This ensures monitoring is a consistently good offer of education for all pupils.

The headteacher, leaders and teachers communicate progress to pupils, parents/carers, staff and the Governing Body, as well as informing the School Improvement Plan (SIP) and Strategic Priorities. All staff working directly with pupils participate in weekly team meetings, which encourage full participation and professional development opportunities. There are Professional Development meetings for all teachers, weekly ELT and SLT meetings, daily diary entries for home/school feedback, termly phone calls home, parents evenings, open mornings and fortnightly assemblies.

Admission Arrangements

Except in very exceptional circumstances, such as children coming from overseas, pupils must have an EHC Plan in place to attend the school. This is a legal requirement for attending special school. As a maintained community special school, Oxfordshire Local Authority is the admissions authority.

Admission requests are generally made by mainstream schools or academies via the Local Authority, or in some cases by parents directly. Parents and carers of children with an EHC Plan who express an interest in a pupil place, are welcome to book an appointment to visit the school. At particularly busy times in the year, parents may be offered access to open mornings or alternative arrangements to individual tours. Once a place has been confirmed, we work closely with the referring schools or academy to make transition arrangements.

Transitions to JWS or a new setting/college

In advance of starting school pupils and their families are encouraged to visit and where appropriate spend time in the class group they will be joining. Some pupils may require a phased entry to the school and we work in partnership with families to ensure that every pupil gets the best start to their time at JWS.

Pupils transitioning beyond school, participate in Transition Reviews. Working with families we ensure a bespoke transition plan is in place for their child. We encourage providers to come into school to meet the pupil and work in partnership with them and the teacher to ensure that the transition goes as smoothly as possible.

Accessibility

The Local Authority allocates funding to the school in recognition of the need to provide specialist equipment and teaching materials. John Watson School seeks to ensure a high staff to learner ratio allows mixed ability groups to function, offering all pupils a fair allocation of staff time and access to appropriate classroom resources.

John Watson School is accessible with lifts and ramps with adaptations made as required. The Primary site has stepped access to the KS2 provision and outdoor ramp access. Our provision is on split sites and on shared campuses. Much of the land does not lie under the school's control.

The school takes into consideration the range of needs of the pupils within the school, ensuring that all pupils have access to the specialist equipment that they require, alongside appropriate wheelchair accessibility. The primary site has pop up sensory tents, the secondary site has a sensory room.

The school opens its premises for termly Wheelchair clinics and paediatric clinics in order to support all parents and pupils, to meet with professionals in an environment where the child feels safe and secure.

In relation to accessing medical support, this policy links to the Supporting pupils with medical conditions policy.

Activities beyond the classroom

At John Watson School, our core values ensure that we focus on activities beyond the classroom. The primary department has access to a large secured area of land, whilst the secondary department accesses a sensory garden and gardening facilities at Venison House. This offers opportunities for a range of outdoor learning activities.

We have access to shared user sites and opportunities for inclusion, including reverse integration, music, drama, sport, science and shared assemblies. JWS maintains strong links with the local community, arranging frequent trips to the village, making use of the community spaces such the recreation grounds, local farms, shops, churches and groups run by charity organisations. Sixth Form pupils have the opportunity to take part in Work Shadowing activities and to experience a range of leisure activities such as visiting the library, Wheels, swimming and shopping.

We enrich the curriculum with a range of experience days such as canoeing, inviting Petting Zoos to school, Science and Art days as well as having frequent and ongoing Music sessions in school. JWS is closely affiliated with Music for Autism.

JWS has a partnership with Pets as Therapy, having regular visits by therapy dogs. A group of pupils access riding (RDA), in line with their EHC plan outcomes, and KS2 pupils take part in swimming lessons.

General Information

Trudi Rainsberry is the John Watson School SENCO (Special Educational Needs Coordinator)

James Keeley (Parent Governor) is the link Governor for SEND

In his role as SEND governor he monitors the quality of our provision in relation to our multi professional working, admissions, transition, the Annual Review cycle, our provision of Education Health Care Plans and the pertinent legislative framework.

More information can be found on our website www.johnwatsonschool.org

If you require further information then please contact the school office directly on 01865 452725 or office@johnwatsonschool.org.

If your concern is about the safety of a child, then you should contact the school's **Designated Safeguarding Lead (DSL) Trudi Rainsberry - DSL & SEND Casework Lead** or any member of the school's Senior Leadership Team.

If you would like to book a visit to the school, please contact the school office to express your interest and arrange a mutually convenient time.

Reviewed by−Chris Slatter Headteacher, June 2025

Relevant JWS policies:

Supporting pupils with medical conditions policy
Equality Scheme

Positive Handling Policy
Complaints Policy
PSHE Policy

Local guidance and policies

- Oxfordshire Guidance for Special Educational Needs (SEN) Support - Early Years
- Oxfordshire Guidance for Special Educational Needs (SEN) Support (2020) - Guidance for Schools
- Oxfordshire's Local Area Special Educational Needs (SEND) Strategy 2022 to 2027

The Legislative Background

- 0-25 SEND Code of Practice 2014 (Parents version)
- The Children and Families Act 2014
- The Human Rights Act 1998 (Easy read version)
- Equality Act 2010
- Disability Discrimination Act 1995
- Education Act 1996
- Working Together to Safeguard Children 2023
- Childcare Act 2006
- Supporting pupils at school with medical conditions (2015)
- Reasonable adjustments for disabled pupils (2012)