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RAF BENSON COMMUNITY PRIMARY SCHOOL
POLICY DOCUMENT

SUBJECT:

Special Educational Needs and Disability Policy

Date Approved by Governors

Date: November 2025

RAF BENSON COMMUNITY PRIMARY SCHOOL
Special Educational Needs and Disability Policy

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A School Arrangements

A1 – DEFINITION AND AIMS

Definition

A pupil has special educational needs if he or she has a learning difficulty or disability that calls for special educational provision to be made for him or her. This may mean that a pupil has a significantly greater difficulty in learning than the majority of pupils of the same age, or a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Special educational provision means provision that is additional to or otherwise different from that which is made generally for pupils of the same age in other schools (Children and Families Act 2014).

The Equality Act 2010 identifies the fact that many children and young people who have Special Educational Needs (SEND) may have a disability, and schools must make reasonable adjustments to ensure that they are not at a substantial disadvantage compared to their peers. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have Special Educational Needs or Disabilities (SEND), but may still have rights under the Equality Act 2010.

We will assess each child as required, and make the appropriate provision, based on their identified needs.

Aims

We at RAF Benson Community Primary School believe that each pupil has individual and unique needs. However, some pupils may need a different level of support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a proportion of pupils across the school may have SEND at some time in their school journey. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. We aim to provide all pupils with strategies for dealing with their needs in a supportive and inclusive environment, and to give all children meaningful access to the National Curriculum.

In particular, we aim to:

- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their SEND requirement, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- identify, assess, record, and regularly review pupils' progress and needs
- involve parents/carers and pupils in planning and support at all stages of their development
- work collaboratively with parents, other professionals and external support services
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.
- celebrate and maintain the individuality of each child

- provide an environment that stimulates and motivates children of all abilities so that all children are given the opportunity to achieve their full potential in all aspects of the curriculum
- give children their full entitlement of skills at a recognised high level of spiritual, creative, practical and physical ability

A2 – ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the school as a whole. It is each class teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

The **governing body**, in co-operation with the **Headteacher**, has a legal responsibility for determining the policy and provision for pupils with special educational needs - it maintains a general overview and has appointed a representative (the SEND governor – [Ms Kim James](#)) who takes particular interest in this aspect of the school. Through monitoring, **Governors** must ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they report to parents on the implementation of the school's SEND policy, when appropriate, in the school newsletter.
- they have regard to the requirements of the Special Educational Needs and Disability Code of Practice 2014
- parents are notified in a timely manner in a meeting with the class teacher, if the school decides to make SEND provision for their child. A letter from The Inclusion Team will be shared at this meeting stating the reason(s) for putting their child on the SEND register.
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements and oversee the school's work for pupils with SEND.

Governors play a major part in school self-review. In relation to SEND, members of the governing body will ensure that:

- they are involved in the development and monitoring of the school's SEND policy, and that the school, as a whole, will also be involved in its development
- SEND provision is an integral part of the School Development Plan
- the quality of SEND provision is regularly monitored

The **Headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND

- keeping the governing body informed about SEND issues through reports from The Inclusion Team
- working closely with The Inclusion Team to ensure provision for pupils with SEND is in place across the school, and that monitoring activities carried out by The Inclusion Team are effective and show positive impact
- the deployment of all SEND personnel within the school
- the deployment of the school's notional SEND budget and other resources to meet pupils' needs effectively
- the overall monitoring and reporting to the governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as whole, e.g. through learning walks

The Inclusion Team are responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating the provision for pupils with special educational needs
- advising on the provision of SEND support
- liaising with the designated teacher for Looked After Children (LAC) where a looked after pupil has SEND
- assisting teaching staff to identify pupils with SEND
- informing staff of any necessary information relating to pupils with SEND, particularly new arrivals to the school
- supporting class teachers in devising strategies, planning interventions, monitoring impact of interventions, agreeing outcomes appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom
- ensuring that teachers are liaising with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with Early Years providers, other schools, outside agencies, health and social care professionals and independent and voluntary bodies
- ensuring that the school's SEND records of all pupils are up to date
- the monitoring and evaluation of the progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year tests, SATs, etc
- contributing to the Continued Professional Development (CPD) of staff linked to SEND
- liaising with SENDCos in receiving schools and/or other primary schools to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Class teachers are responsible for:

- all pupils with SEND in the classroom, and for providing an appropriately adapted 'Quality First' curriculum and learning environment, drawing on The Inclusion Team for advice on assessment and strategies to support inclusion. Using Oxfordshire Key SEND

documents, such as the Ordinarily available Toolkit and the Inclusive Support Series to support provision (found at <https://schools.oxfordshire.gov.uk/special-educational-needs/policy-guidance-and-resources/key-documents-and-links>)

- monitoring the impact of intervention programmes delivered by Teaching Assistants (TAs) for pupils with SEND in their class and to ensure this is recorded on the intervention log, to be shared with The Inclusion Team
- making themselves aware of the school's SEND Policy and procedures for identification, monitoring and supporting pupils with SEND and following the agreed procedure flow chart
- meeting with parents of pupils with SEND to review progress at least three times a year

Teaching Assistants (TAs) work as an integral part of the inclusion and teaching team, supporting pupils' individual needs and helping with inclusion of pupils with SEND within the class. They play an important role in implementing the Pupil Learning Plans and monitoring progress. They contribute to review meetings and help pupil with SEND to gain access to a broad and balanced curriculum, TAs have responsibility for:

- being fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies
- ensuring that they are aware of the specific learning goals of the children they are supporting
- supporting class teachers to ensure learning is accessible for all children
- delivering planned, quality intervention, where appropriate, according to the child's needs and keeping accurate records of interventions delivered, including reasons why they may not have been delivered
- carrying out detailed assessments to further identify gaps in learning, e.g. phonics screening, Salford Reading Test, Sandwells, QCA etc.

Lunchtime supervisors are informed by The Inclusion Team of any necessary information relating to the supervision of pupils with SEND at lunchtime. They are responsible for:

- actioning any information provided by The Inclusion Team during their lunchtime supervision of the children

A3 – CO-ORDINATING AND MANAGING PROVISION

At RAF Benson Community Primary School:

- sharing of expertise is welcomed and encouraged
- SEND is a part of the school development plan through a dedicated action plan
- SEND is a regular item on staff meeting agendas or the main item of a meeting
- The Inclusion Team meets regularly with teachers and TAs and with The Pastoral and Behaviour Support Officers

- The Inclusion Team ensures that regular meetings are held, at least three times a year, to review progress and provision, and that parents are invited, to meet with teachers or / and The Inclusion Team- parents are expected to attend.
- there is regular informal contact between all staff to monitor individual pupils and to discuss concerns
- pupils are involved in discussions about their targets and provision through discussion and written feedback at the end of an intervention period
- The Inclusion Team ensures that the following information is easily accessible to staff on the staff shared drive or in individual cohort files:
 - the school's SEND policy
 - the SEND register
 - SEND Staff Handbook, explaining regularly used procedures and documents
 - an overview of SEND provision is on the school website
 - the school's internal arrangements for SEND, including a clear description of the responsibilities of all staff
 - The Oxfordshire SEND guidance for identifying and supporting SEND

A4 – ADMISSION ARRANGEMENTS

We strive to be a fully inclusive school and acknowledge the range of issues to be taken account of in the process of a child's development. All pupils are welcome, including those with SEND, in accordance with the Local Authority (LA) admissions policy. If a parent wishes to have mainstream provision for a child with an Educational Health Care Plan (EHCP), the LA must provide a place unless this is incompatible with the efficient education of other pupils, and there are no reasonable steps that can be taken to prevent the incompatibility. The facilities offered by our school would need to be assessed in relation to a child identified as having SEND, at the time of application.

A5 – SPECIALISMS AND SPECIAL FACILITIES

We ensure that:

- teaching staff have experience of teaching a range of pupils with SEND
- additional training for teachers and TAs is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil
- adapted resources are used to ensure access to the curriculum; resources are easily accessible in the staff room and in each classroom
- all staff are kept well informed about the strategies needed to manage pupils' needs effectively, and we try to ensure that other pupils understand and respond with sensitivity
- pupils are encouraged as much as possible to work independently within a safe and caring environment
- we have access to the expertise of LA services and other agencies
- we have an Accessibility Plan and Equality Plan to minimise barriers to curriculum access or information
- the school has robust systems and policies in place for the safeguarding and promotion of the welfare of children who may be particularly vulnerable

B Identification and Assessment and Provision

B1 – ALLOCATION OF RESOURCES

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

- the base budget which covers teaching and curriculum expenses, as well as the cost of The Inclusion Team
- the notional SEND budget (the SEND Index) that is designed to fund the additional support required
- additional specific funds that may be allocated to pupils with an Education, Health and Care Plan (EHCP)
- other specific funds

The Headteacher, Inclusion Team and the governors of the school regularly monitor the needs of pupils with SEND. Resources are allocated according to need. The resources available include ancillary help, teacher time and materials, and these are dependent on the school's SEND budget. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting EHCP. The school has a continuing commitment to purchase appropriate resources for pupils with SEND.

The school follows the Oxfordshire SEND guidance as given in “Special Educational Needs Support in Oxfordshire Schools and Settings 2017” to ensure that all pupils' needs are appropriately met. Specialist advice and individual assessments are sought where necessary to understand needs better.

B2 – IDENTIFICATION, ASSESSMENT AND REVIEW

The Code of Practice (DfE and DoH September 2014) outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual adapted curriculum and strategies. Where a child has such a need, they may go onto the SEND register as a child in need of 'SEND support'. If a child has complex educational needs, an application for an EHCP may be made.

The school uses Pupil Learning Plans, provision maps and a whole school tracking document to maintain information about the identification, assessment and provision for each pupil. Where concern is expressed that a pupil may have SEND, the class teacher and support staff take early action to assess and address the difficulties, which will include a meeting with the child's parents.

If Quality First teaching and short-term support does not lead to accelerated progress, then further investigation is undertaken. This may include individual assessments, observations by the class TA and Inclusion team, further meetings with parents, or work with external professionals. The Oxfordshire County Council (OCC) indicators tool plus a range of other assessment information and observations are used to decide whether the pupil needs SEND provision within the school environment.

Categories of Special Educational Need

The SEND Code of Practice recognises four broad areas of need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Difficulties; and Sensory and/or Physical. Oxfordshire subdivides these into eight categories of need (as set out in the Oxfordshire Guidance):

Code of Practice needs	Categories
Communication and Interaction needs (C&I)	Language Autistic Spectrum Disorder (ASD)
Cognition and Learning (C&L)	Learning Specific learning difficulties e.g. Dyslexia
Social Emotional and Mental Health (SEMH) difficulties	Social, emotional and mental health need Attention Deficit Hyperactivity Disorder (ADHD)
Sensory and/or physical	Hearing impairment Visual impairment Physical disability Multi-sensory impairment

Levels of Provision

Early Identification

The intuitive software system, CPOMs, is used to monitor and record initial SEND concerns and an initial conversation with parents may take place. This action does not mean that a child is part of the SEND register.

SEND Support

If a pupil requires additional and different support and meets the OCC criteria, then they may require SEND support which would result in them being put on the school's SEND register. A meeting with parents is held so that parental permission can be obtained. If a child is in need of SEND support, a Pupil Learning Plan is written by the class teacher with support from The Inclusion Team and fully reviewed three times an academic year, with partial reviews between these times to synchronise with progress assessment and monitoring.

If a pupil has not made sufficient progress with Quality First teaching and after a range of strategies have been implemented in school, outside agency support may be sought. This could be one of a range of LA or Health Services professionals. They may undertake more specialised assessments and/or observe the pupil. Parental permission is always sought for a formal referral to any external service. The class teacher is the author of the Pupil Learning Plan and it should, in this instance, reflect any advice given by outside agencies. Parents are encouraged to attend reviews and to play a full part throughout the process.

Education, Health and Care Plan

Only a very small proportion of pupils require an EHCP. These pupils are likely to have severe or complex needs that require more specialist advice and support. When the school applies to the LA for an EHC needs assessment, the needs of the pupil are assessed by a panel, using detailed input from home, school and appropriate specialists. If an EHCP is given, it details the outcomes and amount of support to be put in place.

The EHCP is reviewed annually by all involved in the pupil's support and amended according to changing needs. Within school, the class teacher, together with The Inclusion Team and any outside agencies involved, take lead responsibility for planning the support that is put in place and that will reflect the outcome of the EHCP and the advice from outside agencies. The support is reviewed in line with the school review cycle (see below).

Review

Reviews of pupils receiving SEND support are carried out three times a year as a minimum, with the best practice model of six meetings, alternating between the parent meeting with the class teacher and The Inclusion Team, being the usual arrangement. A parent may ask at any time for both the teacher and Inclusion team to be present, or for additional meetings. Parents are invited and encouraged to play a full part in the process and make comments in writing where appropriate. Children are also encouraged to share their views through pupil voice and discussion, TAs are invited to provide brief input on progress made in interventions. Copies of the review are sent to parents who are unable to attend meetings. New Pupil Learning Plans are also sent to parents.

Annual Review

For pupils with an EHCP, an Annual Review meeting must be held in addition to the regular termly reviews. At this meeting, consideration is given to whether the EHCP should continue, and whether provision/strategies should be maintained or amended. It may set new long-term outcomes for the coming year. Annual Reviews are normally held during the school day. All relevant professionals, including those who contributed to the original statement, are invited to attend or submit a written report.

Early Help Process

The Early Help Assessment (EHA) is an assessment of the child within the context of the family and community. It is designed to be used by all agencies working with children and families and provides a common format for sharing information between agencies, services and areas. The EHA:

- helps identify the child's needs
- provides structure for recording information
- can support referrals to other services
- reduces multiple assessments for young people and their families

The EHA may lead to a Team Around the Family (TAF) meeting, setting up of an action plan and process for review. These may take place every 6-12 weeks.

B3 – CURRICULUM ACCESS AND INCLUSION

Pupils are grouped in classes according to age. As there is a wide range of ability in each class, teachers provide an adapted curriculum suitable for all the pupils, to ensure access at all levels.

Any pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a pupil sensitively, to work individually with a TA in order to acquire, reinforce or extend skills more effectively. For some pupils, intervention sessions may be used to improve motor skills or application, to give support in a particular area. Interventions are normally time-limited and criteria for inclusion in such programmes are clearly specified. There are also tracked and monitored closely to ensure accelerated progress is made.

Provision for pupils with SEND is intended to close gaps in learning and enable them to make accelerated progress in the context of the curriculum and in their personal development.

B4 – MOST ABLE

Any pupils who are identified as most able have support at the appropriate level. This is initially through extension work in the classroom as part of Quality First teaching. The school is a member of the National Association for Able Children in Education (NACE) and we use the resources that are supplied on the website when appropriate.

B5 – EVALUATING SUCCESS

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by The Inclusion Team and subject co-ordinators
- analysis of pupil tracking data and test results:
 - for individual pupils
 - for cohorts
 - for specific interventions
 - for particular groups of identified SEND need
- value-added data for pupils on the SEND register
- regular monitoring of procedures and practice by the SEND governor
- the School Prospectus, which contains the required information about the implementation and success of the SEND Policy
- the school's annual SEND review, which evaluates the success of our policy and sets new targets for development
- the School Development Plan, which is used for monitoring provision in the school
- visits from LA personnel and OFSTED inspection arrangements, which also enable us to evaluate the success of our provision
- frequent meetings of parents and staff, both formal and informal, to plan Pupil Learning Plans, assess and review provision and celebrate success.
- surveys of pupil views and school council input

B6 – ARRANGEMENTS FOR COMPLAINTS

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. For a problem that might need time to explore fully, parents/carers are advised to make a mutually convenient appointment with the class teacher. Anyone who feels unable to talk to the teacher or is not satisfied with the teacher's comments, should ask to speak to The Inclusion Team.

In the event of a formal complaint, parents are advised to contact the Headteacher or refer to the school's complaints policy. The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS Oxfordshire) is available to offer advice. Information regarding this service can be found following the link below:

[SEN and disability complaints | Oxfordshire County Council](#)

C Partnership Within and Beyond the School

C1 – PARTNERSHIP WITH PARENTS

The staff at RAF Benson Community Primary School will continue to develop home/school links and encourage parents to be partners in the education process. Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

In addition to Pupil Learning Plan reviews (see Section B2), parent review meetings are held six times a year. However, parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or Inclusion team. We are happy to make arrangements wherever possible, for interpreters to be present for parents with a first language other than English. SEND information and leaflets are available in a number of community languages from SENDIASS Oxfordshire.

SENDIASS Oxfordshire provides a range of support for parents of pupils with SEND, including Independent Parental Supporters (IPS) and parent training about the Code of Practice. IPS give advice and support to parents of pupils with SEND at any age or stage. SENDIASS also gives information about mediation services, arranges meetings and produces leaflets and audio guides about many aspects of SEND. They can be contacted on 01865 810516. Further information is available on their website:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/information-advice-and-support-parents-and-children-about-sen/sendias-oxfordshire>.

A guide to SEND provision in Oxfordshire (The Local Offer) providing support to parents and carers, is available on the Oxfordshire website at:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>

Information about the school's SEND policy and provision is available on the school website.

C2 – THE VOICE OF THE CHILD

All pupils should be involved in making decisions, where possible, right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. Confident young pupils, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the school years.

In RAF Benson Community Primary School, we encourage pupils to participate in their learning by:

- contributing to reviews and targets (formally or informally)

- talking to TAs and teachers about their learning
- participating in class and individual reward systems
- taking part in pupil voice discussions with The Inclusion Team and the SEND governor

C3 – LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The school has access to a range of education, health and social services professionals available in Oxfordshire. This includes specialist advisory teachers, health professionals such as:

- Child and Adolescent Mental Health Services (CAMHS)
- the school nurse
- teachers from Language and Communication Service
- Service for Pupils with Physical Disabilities
- Occupational Therapists
- Physiotherapists
- Speech and Language Therapists
- the Educational Psychology Service
- the Advisory Team for Inclusion
- and others

We are committed to using the expertise and advice provided by professionals from outside of our school environment. Advice given will be incorporated into Pupil Learning Plans. School will always seek parental consent before referring to external agencies, and we will also support parents to make their own private referrals.

C4 – LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS

Transfer and links with other schools

- SEND records are transferred following county procedures
- there are opportunities for all pupils to visit their prospective secondary school
- pupils with SEND are given additional visits, if required, so that they will become more confident in the new situation
- representatives from local secondary schools are available for consultation before the time for transfer
- for pupils with an EHCP, the pupil's statement is amended early in the year of transfer. It must be amended in light of the recommendations of the annual review in Year 5, the parents' views and preferences and the response to consultation by the LA with the schools concerned
- the SENDCo of the receiving school, where possible, attends the final annual review of Year 6 pupils with statements for whom the particular school has been named
- representatives from secondary schools visit our school to meet pupils in their current setting before transfer
- personalised transition plans are put into place where possible
- the Early Years SEND team can support with transition for children with a high level of need

Transfer within the school

- teachers liaise closely when pupils transfer to another class within the school
- meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress
- where required, pupils with SEND are given a personalised transition book detailing information, including photos, about their new class and teaching staff
- there are close links between the school and pre-school and where possible, pupils are visited in their current setting to discuss their needs with the current staff

C5 – STAFF DEVELOPMENT AND APPRAISAL

RAF Benson Community Primary School is committed to constantly improving and updating expertise in SEND, as set out in the Oxfordshire SEND guidance. To that purpose:

- there are regular bespoke training sessions for TAs
- a member of The Inclusion Team attends the partnership SEND meetings, as well as relevant county meetings
- whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school
- reading and discussion of documentation, and Inclusion team/teacher meetings are considered an integral part of staff development, as well as a time to share information and good practice
- newly appointed teaching and support staff meet The Inclusion Team to discuss SEND procedures in the school
- a member of The Inclusion Team attends Partnership Inclusion Briefing meetings in the locality, led by Oxfordshire's inclusion team