



# **Special Educational Needs and Disability Policy (SEND)**

# Oakwood Primary School

## Special Educational Needs and Disability Policy (SEND)

Review date: November 26 (review annually)

### School Vision

Oakwood seeks to promote the highest standards of learning for all, nurturing confident, independent learners who show care and respect towards others.

### Introduction

Oakwood Primary School is committed to providing a high-quality education for all its pupils, including children with special education needs and/or disabilities. All children have the right to a broad and balanced academic and social curriculum that promotes high achievement for all children, so that they can become successful, independent learners and effective decision makers. We strive to provide opportunities for all our pupils to develop self-confidence, motivation, aspiration and the ability to work with others.

At Oakwood Primary School we value the individual and are committed to inclusive education, equal opportunities and respect for all, creating an environment where children can flourish and feel safe. In order to meet this commitment, we will respond to learners in ways which take account of their varied life experiences and needs.

This policy describes the way we meet the needs of children who would otherwise experience barriers to their learning, these may relate to sensory or physical difficulties, learning difficulties or emotional or social development, or they may relate to factors in their environment, including the learning environment they experience in school. This policy sets out our aims and procedures in line with the Special Educational Needs and Disability Code of Practice. The Code of Practice places great emphasis on the involvement and consultation of parents and children in the creation and implementation of effective SEND procedures and strategies.

## The SEND aims of the school

At Oakwood we aim to:

- ✓ Ensure the SEN and Equality Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- ✓ Ensure compliance with all Equal Opportunities, Race equality legislation and best practice guidance.
- ✓ Ensure equality of opportunity for all children and to eliminate prejudice and discrimination against children labelled as having additional needs.
- ✓ Ensure that all pupils have access to a broad and balanced curriculum.
- ✓ Provide a differentiated curriculum appropriate to the individual's needs and ability.
- ✓ Ensure suitable resources are available within the limits of the school's SEND budget, and to seek further funding and support from the LEA where the need arises.
- ✓ Build effective partnerships with parents, the LEA and outside agencies.
- ✓ Ensure the identification of all pupils requiring SEND provision as early as possible in their school career through ongoing assessment.
- ✓ Ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND provision is positively valued and accessed by staff and parents/carers.
- ✓ Ensure that pupils with SEND take as full a part as possible in all school activities.
- ✓ To involve parents/carers in planning the provision for their child's needs.
- ✓ Ensure that parents of pupils with SEND are kept fully informed of their child's progress and attainment.
- ✓ To involve the children themselves, where appropriate, in planning and in any decision making that affects them.

We recognise that at different times during their school life, a child or young person may have a special need or disability. In implementing this policy, we believe pupils will be helped to overcome their difficulties. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

## **Definition of Special Educational Needs and Disability (Code of Practice 2014)**

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.

A child of compulsory school age or a young person has a learning difficulty or disability if 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 them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

## **The four primary areas of SEND**

The Code of Practice (2014) defines four broad areas of SEND. These are:

- *Communication and Interaction* – this will include students who have speech, language and communication needs and have difficulty in communicating with others. This also includes students for whom social interaction is difficult.
- *Cognition and Learning* – this includes pupils who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia.
- *Social Emotional and Mental Health Needs* – this may include pupils who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- *Sensory and/or Physical Needs* – this includes pupils with vision impairment (VI), hearing impairment (HI), multi-sensory (MSI) and physical disabilities.

These four broad areas give an overview of the range of needs that should be planned for within the school setting. The purpose of identification is to clarify what action/s the school needs to take, not to fit a pupil within a category. It is the responsibility of the educational setting, with communication with parents and the young person, to decide whether a child or

young person requires additional SEND support, and that their progress has not been hampered by other factors such as poor attendance.

## **Provision Organisation for Pupils with SEND**

All members of the school community share responsibility for the quality of provision for all children including those with SEND. However, some members of staff have specific roles and responsibilities within this area.

The Inclusion Team at Oakwood Primary School consists of the following roles:

- ✓ The Special Educational Needs and Disability Coordinator (SENCO) and a deputy SENCO.
- ✓ Headteacher
- ✓ Class teachers
- ✓ Support Staff
- ✓ SEND Governor
- ✓ External support services

The Governing body must ensure that there is a qualified teacher designated as SENCO, and where a newly appointed SENCO has not previously been the SENCO at any other school for more than 12 months, they must achieve the NPQSEN within two years, unless they already hold the previous statutory qualification (NASENCO), or, have been continuously in a SENCO role since before 2008.

The **SENCO's** main responsibilities include:

- ✓ Overseeing the day-to-day operation of the school's SEN policy
- ✓ Co-ordinating provision for children with SEN
- ✓ Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- ✓ Advising on the graduated approach to providing SEN support
- ✓ Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- ✓ Liaising with parents of pupils with SEN where it is not appropriate for the child's class teacher
- ✓ Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- ✓ Being a key point of contact with external agencies, especially the local authority and its support services
- ✓ Liaising with potential next providers of education 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
- ✓ Ensuring that the school keeps the records of all pupils with SEN up to date

The **deputy SENCO** supports the SENCO with some of these responsibilities.

The **Headteacher's** main responsibilities include:

- ✓ The day-to-day management of all aspects of the school, this includes the support for children with SEND.
- ✓ Delegating responsibility to the SENCO, deputy SENCO and class teachers, and, supporting them to carry out their duties.
- ✓ Ensuring that your child's needs are met.
- ✓ Keeping the Governing Body up to date about any issues in the school relating to SEND.
- ✓ Attending meetings with staff, parents/carers and other agencies as required.

**Class teachers** are responsible and accountable for the progress of all pupils in their class.

The class teachers' main responsibilities include:

- ✓ Setting high expectations for all pupils in the class.

- ✓ Making regular and appropriate assessments and keeping careful records to monitor all pupils' progress in their class.
- ✓ Identifying children at the earliest possible moment that may require additional support to overcome learning barriers.
- ✓ Working closely with the SENCO to ensure that provision is appropriate and supporting all the pupils' progress.
- ✓ Provide adaptive teaching and scaffolding to meet the needs of all pupils in the class and to ensure a broad and balanced curriculum.
- ✓ Provide adaptive teaching, make reasonable adjustments and use ordinarily available provision (OAP) in liaison with the SENCO and other professionals.
- ✓ Reviewing and writing SEND Support Plans termly for children in their class on the SEND Register.
- ✓ Regularly hold meetings with parents/carers to discuss the child's progress and review the provision in the classroom.
- ✓ Supporting the other adults in the classroom to deliver high-quality and appropriate support for all the pupils in the class.
- ✓ Attending relevant in-house training.
- ✓ Attending relevant training by external providers
- ✓ Ensuring that the principles set out in this policy are implemented in their classrooms.

The **support staff** will have regard to the Code of Practice and will work closely with, and support, class teachers in the early recognition and assessment of all pupils in the class. The support staff's main responsibilities include:

- ✓ Liaising with the class teacher to assist in the development and delivery of a suitable programme of support for children with individual needs.
- ✓ Participating in the evaluation of the support programme by maintaining records.
- ✓ Providing regular feedback about the pupils in the class to the class teacher.
- ✓ Attending relevant in-house training.
- ✓ Attending relevant training by external providers
- ✓ Being aware of the school SEND policy and procedures.
- ✓ Providing additional support for children who hold an Education, Health and Care Plan.

- ✓ Supporting individual children to engage in all activities alongside their peers (supporting adaptive teaching)
- ✓ Supporting children with any physical/ personal care needs they may have e.g. toileting
- ✓ Supporting independent learning.

The **SEND Governor's** responsibilities include:

- ✓ Making sure that the school fulfils its SEND responsibilities in line with the SEND policy
- ✓ Ensuring the Governing Body is well informed about the effectiveness of the school's SEND provision, legislation and policy so that decisions are made in the best interest of our pupils.

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for pupils with SEND. When it is considered necessary, colleagues from the following support services may be referred to. Some of these services have their own threshold and referral criteria:

- ✓ School Nursing Service
- ✓ NHS Speech and Language Therapy Service
- ✓ NHS Occupational Therapy Service
- ✓ Specialist Advisory Teachers including the Speech, Language, Communication and Autism team (where the referral threshold is met).
- ✓ St Albans Plus Schools' Partnership (VISTA)
- ✓ LINKS Behavioural Support
- ✓ The Collett School Outreach Service

The Educational Psychology Service provides advice to the LEA during statutory assessment processes. They support schools during crisis points (e.g. bereavement of child, parent or staff member) and may provide the SENCO with advice alongside other professionals in solution focussed discussions.

## **Allocation of Resources**

The school budget has an allocation for SEND. The school leadership team, through consultation with the SENCO and Governing Body, decide on how this funding will be deployed to meet the range and level of need for pupils with SEN across the whole school. This is a finite sum and is not adjusted through the year to take into account any changes in the cohort of pupils with SEND.

## **Admission and induction arrangements for children with SEND**

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. In common with other maintained schools, the Local Authority (Hertfordshire County Council) administers admissions into the school.

## **Meeting the Needs of Pupils with Medical Conditions**

In compliance with revised statutory guidance arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential. These arrangements are set out in an Individual Health Care Plans (IHC). The IHC plans will detail the type and nature of support that will be available. The plans will also be:

- ✓ Produced through collaboration with parents, pupil as appropriate, and health professionals.
- ✓ Shared with all relevant staff.
- ✓ Reviewed at least termly or sooner to reflect changing needs and support.
- ✓ Where a pupil with a medical condition also has a disability or SEN, the IHC plan will be closely linked to provision to support accessibility and additional educational needs so that there is a coordinated approach. Some children may have an IHC alongside an EHCP.

Staff who have responsibility to support a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties. This will be on an individualised basis, depending on the need of the child, following the advice of the attached medical agencies.

## **IDENTIFYING, ASSESSING AND PLANNING SUPPORT FOR CHILDREN WITH SEND**

### ***Early Identification of Pupils with SEND***

At our school we have adopted a whole-school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school. We work closely with outside agencies to support pupils with SEND in order to ensure their inclusion.

The SEND Code of Practice (2014) makes it clear that all teachers are teachers of pupils with special educational needs.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional provision are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision.

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through the following:

- ✓ Reports, observations and assessments made by the teacher.
- ✓ Foundation Stage records and data.
- ✓ Termly monitoring of pupil progress against the age-related expectations (Pupil Progress Reviews)
- ✓ Standardised screening or assessment tools

- ✓ Reports or observations from external agencies eg. Speech and Language, Educational Psychologist, Physiotherapist etc.
- ✓ Records from previous schools
- ✓ Information from parents
- ✓ National test results

On entry to the school, each child's attainment will be assessed during the first six weeks. These assessments help to inform the school of a child's aptitudes, abilities and attainment, and are used to improve continuity in learning, and inform the design of appropriately differentiated learning programmes.

Each term, 'Pupil Progress Meetings' are held to discuss the attainment and progress of all pupils in each class with the class teacher, SENCO and leadership team. At these meetings, children who are not making the expected progress are identified and their needs discussed. Some children may just need short term provision to meet age-related expectations: they may not have a specific SEND. Other children may need a more tailored approach to address a specific SEND which is impacting on their ability to learn. Where sustained and ongoing provision, additional to that of universal class provision (reasonable adjustments and Ordinarily Available Provision) is required, the pupil will be placed on the SEND Register and a SEND Support Plan will be written. If, after further cycles of APDR limited progress is made, despite a sustained level of provision, the school will consider requesting an Education Health and Care Needs Assessment from the Local Authority. Parents will be fully consulted at each stage.

### **Ordinarily Available Provision (OAP)**

'Ordinarily available provision' refers to inclusive, high-quality teaching and everyday adjustments that all early years settings, mainstream schools, and colleges are expected to provide for all children and young people, including those with mild or emerging SEND from within their own resources.

Here are some examples of Ordinarily Available Provision which may be appropriate for some learners, for the Broad Areas of Need (CoP)

### **Cognition and Learning:**

- Pre-teaching
- Longer processing time

- Chunking instructions into small steps
- Visual prompts
- Alternative form of recording
- Reducing amount of copying/notetaking
- Use of ICT –e.g. Google Docs
- Writing scaffolds
- Visual word banks
- Use of concrete resources
- Seating consideration (learning need)
- Task planner
- Check-lists
- Knowledge organiser

### **Communication and Interaction**

- Space for equipment
- Seated carefully (to support social interactions or social overwhelm)
- Additional time to process
- Additional time to complete tasks
- Access to real objects, larger and tactile materials, and practical resources
- Additional high-quality interactions from CT or TA
- Explicit vocabulary instruction
- Objects of reference, photos and/or symbols to support communication
- Personalised visual timetable
- Avoid idioms and sarcasm
- Clear unambiguous language
- Use developmentally appropriate language
- Explicit vocabulary instruction
- Visual Now and Next board
- Pre-teach subject specific vocabulary
- Social stories
- Model language
- Increase and model social interaction
- Visual task sequence

### **Social, Emotional and Mental Health**

- Regular use of quiet calming space
- Visual prompts and verbal scripts to reinforce expectations positively
- Reduce sensory overload
- Self-regulation strategies - movement breaks
- Self-regulation strategies – brain break
- Self-regulation strategies – mindfulness
- Self-regulation strategies –calm box,
- Self-regulation strategies – brain break - breathing techniques
- Build self-esteem – frequent positive feedback

- Trusted adult
- Metacognitive strategies to support managing own learning
- Individual work station (focus/concentration)
- Emotional/wellbeing check-in by adult during learning
- Emotional/wellbeing check-in by adults before or after play/lunch
- Emotional/wellbeing check-in by adults during play/lunch
- Focus aids
- Seated carefully to support focus and attention

### **Sensory and/or Physical**

- Sensory Diet
- Self-regulation: Sensory break
- Reasonable adjustments to uniform
- Additional snacks from home
- Enlarged text
- Reading ruler
- Easi-grip pen / triangular pen or pencil
- Pencil Grip
- Easy-grip ruler
- Seating consideration (VI, HI, or other physical need)
- Extra processing time (HI, VI or other physical need)
- Rest breaks for fatigue (VI, HI or other physical need)
- Use of Chromebook or iPad (physical needs)
- Use of ear defenders
- Use of sensory supports (e.g. sensory toys)
- Wobble cushion
- Wedge cushion
- Therabands
- Rocking chair

### **Meeting the Needs of Children with SEND**

Following the identification of pupils who require sustained, additional targeted provision to that of Ordinarily Available Provision, we will offer additional SEND support. Parents will be formally notified that their child will receive this additional provision and placed on the SEND register where his/her progress and provision can be monitored more closely.

The SEND Register – this information will be kept in a secure location in school and will only be available to staff supporting your child. The register provides an updated record of all pupils receiving additional SEND support so that:

- progress and achievements of pupils with SEND can be more closely monitored
- there is an overview of the range and level of need across the school
- school provision reflects and is responsive to current profile of need

Close monitoring of this register also provides evidence to show impact of the school provision for pupils with additional needs.

Once identified as requiring in-school SEND support, pupils will receive support to remove barriers to learning and additional provision. This will be managed through a four-part cycle of assessment, planning, intervention ('do') and review. This cycle is known as the 'Graduated Response' and follows the model described in the SEND Code of Practice. It will enable a growing understanding of the pupil's needs and the nature of support the pupil will need to make good progress and secure positive outcomes.

### **The Graduated Response**

The SEND Register – this information will be kept in a secure location in school and will only be available to staff supporting your child. The register provides an updated record of all pupils receiving additional SEND support so that:

- progress and achievements of pupils with SEND can be more closely monitored
- there is an overview of the range and level of need across the school
- school provision reflects and is responsive to current profile of need

Close monitoring of this register also provides evidence to show impact of the school provision for pupils with additional needs.

### **Assess**

Once identified as requiring additional SEND support, a more detailed assessment of the pupil's needs will be carried out. This will include discussions with parents and carers and, when appropriate, the pupil. It may draw on assessments and reports from external agencies

involved with the pupil such as a speech and language therapist. Each pupil's difficulties will be considered against the four broad areas of needs:



1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

The school recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change over time. This comprehensive assessment will give a detailed picture of each child's strengths and the additional provision needed to overcome learning barriers.

### ***Plan***

The school will use the information from the assessment/s to draw up a SEND Support Plan. Parents will be invited to an initial meeting to discuss and contribute to the SEND Support Plan. The plan will:

- Be outcome focussed and linked to the main area of need. The desired benefit from any intervention is clearly identified and used to evaluate the impact of any intervention
- Outline a range of additional interventions and approaches that will be made available to support progress towards these outcomes
- Highlight the ways parents and carers can be involved to reinforce and contribute to progress outside of school.
- Give details of the role and input of external agencies when they are involved with a pupil.
- Be shared with all key staff so that they are fully aware of the outcomes sought, the provision on offer and any particular teaching strategies and approaches that have

been agreed. Parents and carers will receive a copy of the SEND Support Plan within two weeks of the initial planning meeting.

### ***Do***

Class teachers, with the support of the SENCO, will take the responsibility for overseeing the implementation of the plan. Class teachers and support staff implement the provision within the plan. This will ensure that the additional provision offered is directly linked to the child's SEND needs and linked closely to the general curriculum offer to maximise the opportunities to reinforce and consolidate key skills within the context of the class. There will be regular liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.

### ***Review***

The impact of any additional provision offered will be reviewed at least termly. Parents and carers will be invited to attend a 'SEND support plan review meeting' along with pupils where this is appropriate.

At the review the following will be considered:

- Impact of each element of the intervention towards the identified outcomes
- Pupil's response to the provision and view of their progress where this is applicable
- Views of parents and carers and specialist agencies where applicable
- Next steps with refinement and adjustments to the support offered as required

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of need/s. If not already involved and with the agreement of parents, the SENCO may make a referral to a specialist agency.

### ***Removal from the SEN Register***

If a pupil makes good progress, achieves their outcomes and no new needs are identified then they will no longer require additional SEN support and his/her name will be removed from the register. Parents and carers will be notified of this decision. Progress will continue to be monitored regularly as part of the termly tracking for all pupils.

## ***Education Health and Care Plans (EHCP)***

The additional needs of most of the pupils with SEND at Oakwood will be met by quality first teaching, reasonable adjustments, ordinarily available provision, evidence-based interventions and resources from within the school budget. In a few cases, the pupils with the most significant needs will require a more comprehensive and individualised package of provision to help them achieve their outcomes and remove barriers to learning.

Where this is the case the SENCO, in consultation and agreement with staff, parents, carers and other specialist agencies may make a request to the Local Authority for an assessment for an Education Health and Care Plan (EHC plan). Full details of the process for requesting an EHC plan can be found on the Hertfordshire SEND offer web site ([www.hertfordshire.gov.uk/localoffer](http://www.hertfordshire.gov.uk/localoffer)).

If a child receives an EHC plan, it will be reviewed annually. Any additional provision offered will continue to be reviewed and modified termly through SEND Support Plans, taking into account the views and contributions of parents, pupils and external agencies.

## **Training for Staff**

There is an ongoing programme of training and support in place to ensure that teachers and support staff have the understanding and skills to differentiate and plan learning for the pupils with a range of SEND within everyday teaching. Our staff team have access to additional training to update their knowledge and skills and to respond to the needs of individual or groups of pupils with specific needs.

Induction arrangements are in place for new staff and newly qualified teachers so that they are familiar with the school's approach to supporting pupils with SEND.

The SENCO attends Hertfordshire briefing sessions to keep abreast of local and national policy and initiatives to enhance SEND provision at Oakwood.

## **Supporting children with SEND through transitions**

### ***Leaving Oakwood Primary School and Transitioning into Secondary Education***

Children from Oakwood Primary School move on to a variety of secondary schools and the transition process is critical for all children, particularly children with SEN

- When children with EHC plans transfer to secondary school or to a special school the SENCO and Year 6 teacher invite the SENCO of that school to meet the child in their environment and to attend an Annual Review. Oakwood will pass on all SEN records to the receiving school once the child is on roll. The SENCO liaises with the SENCO of the receiving school.
- Children with SEN who do not have an EHC plan, meet the Year 7 transition teacher. The class teacher or SENCO will discuss the child's particular needs with the Year 7 transition teacher. Oakwood will pass on all SEN records to the receiving school once the child is on roll. The SENCO liaises with the SENCO of the receiving school.
- When a child transfers to another primary school we pass on the SEN records and the SENCO will speak to the teacher with responsibility for SEND at the new school.

### ***Making the transition between year groups and phases***

Our school has a number of measures in place that support a smooth transfer of all children to the next school year. In addition to these, we have the following measures for children with SEND;

- Termly SEND Support Plan reviews with parents, class teachers and SENCO.
- Children's records and books are passed on to the next teacher showing their progression and successes.
- At a transition meeting in the summer term the current class teacher shares detailed information with the new class teacher using assessment and observation evidence.
- The class teacher, new class teacher, SENCO and leadership team share current targets and discuss provision needs for the next academic year

- Where appropriate, additional strategies for individual children are implemented to support a smooth transition such as extra visits to the new classroom, photo books, buddying with older child/sibling/learning mentor support.
- Use of social stories for within school transitions-change of teacher or support staff etc. during the year (especially for children who work one-to-one with adults)

### **Evaluating the Success of our SEND Policy**

It is the role of the Head Teacher and SENCO to monitor the effectiveness of the policy on a day-to-day basis. There is a governor with responsibility for Special Educational Needs and Disability whose role is to oversee the implementation of the policy and feedback information to the Full Governing Body.

### **Arrangements for Parents Raising Concerns and Making a Complaint About the SEND Provision at the School**

The school aims to work closely with parents and we hope that parents who have any concerns or anxieties will, in the first instance, raise these with the class teacher or SENCO. We find that nearly all concerns or potential complaints can be resolved satisfactorily through discussion. The school's complaint procedures are set out on the school website.