

Oaklands School & Children's Centre
Together Everybody Achieves More



Special Educational Need & Disability policy

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Special Educational Needs & Disability (SEND) Policy

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1. Introduction

- 1.1. Oaklands School is an inclusive mainstream primary school with nurse provision. We aim to make all pupils feel included in all our activities and to make all our teaching fully inclusive.
- 1.2. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum and have systems in place for early identification of barriers to their learning and participation so that they can fully engage in school activities.
- 1.3. We acknowledge the need for high expectations and suitable targets for all children.
- 1.4. We seek actively to encourage equity and equality through our work. No gender, race, creed or ethnicity will be discriminated against. The school's Disability Equality Scheme will be followed and the use of stereotypes under any of the above headings will always be challenged.

2. Rationale

- 2.1. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (April 2015). It has been written after consultation and with reference to the following guidance and documents:
 - Children and Families Act 2014
 - Equality Act 2010: advice for schools DfE Feb 2013
 - SEND Code of Practice April 2015
 - Statutory Guidance on Supporting Pupils with Medical Conditions April 2014
 - Teachers' Standards 2012
- 2.2. The policy should be read in conjunction with all other school policies, particularly those relating to Equal Opportunities, Teaching and Learning, Child Protection, Safeguarding, Behaviour and Anti-bullying and Accessibility. It is an essential part of all curriculum policies.

3. Aims and Objectives of SEND Policy

- 3.1. The school has a set of values for the entire community, which underpins all that we do. Each individual is encouraged to have:
 - **Ambition** Ensure that all children make the best possible progress they can.
 - **Self-confidence** children learn best when school and the family work together
 - **Perseverance** We aim to in creating a positive, focused approach to active, lifelong learning,
 - **Independence** Equip children and families with the skills to support themselves or their child on their learning journey, no matter the obstacles
 - **Respect** Ensure children feel respected, safe and happy will achieve their individual potential and ensure equal opportunities for all pupils, parents and staff, regardless of age, gender, ethnicity, ability or background
 - **Enquiry** nurture the ability to think and wonder
- 3.2. We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. With working with parents, we hope to:
 - To reach high levels of achievement for all
 - To meet individual needs through a wide range of appropriate provision
 - To attain high levels of satisfaction and participation from pupils, parents and carers
 - To share a common vision and understanding with all stakeholders
 - To give transparent resourcing to SEND
 - To provide curriculum access for all

- To work in partnership with other agencies and schools
- To train staff to support in meeting pupil's needs

3.3. We will achieve this by:

- Delivering Quality First Teaching to meet individual needs
- Ensuring pupil progress is tracked systematically and action is taken to address need at an early stage
- Identifying those with SEND
- Ensuring all class teachers are well trained and equipped to support different additional needs
- Keeping up to date with research and best practice
- Working in a co-operative, productive partnership with the Local Authority (LA) and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- Listening to pupils and parents, working in partnership with them, respecting their views and concerns
- Building capacity within the school to recognise and support a wide range of need on a day to day basis
- Promoting children's self-esteem and emotional well-being and helping them to form and maintain worthwhile relationships based on respect for themselves and others
- Offering quality provision which meets needs, is value for money and leads to good outcomes.

3.4. All staff have a responsibility for maximising opportunities and achievements for all learners – specifically, all teachers are teachers of pupils with SEND. Staff are aware of their responsibilities towards all vulnerable learners and a positive, sensitive and ambitious attitude is shown towards all pupils at all times. This policy outlines principles and practice.

4. Our SEND Team

- 4.1. Ms Gillian Russell is our Assistant Head – Inclusion, she is responsible for co-ordinating the day to day provision of education for children with special educational needs or disabilities.
- 4.2. Mrs Carol Curtis is our Family Liaison Officer (FLO) and provides links between school, staff, families, pupils and external services in order to remove barriers to learning and participation.
- 4.3. The SEND Governors are Nikki Ashby and Rita Holding.

5. Definition of SEND

5.1. **The definition of SEND is:**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- *Have significantly greater difficulty in learning than the majority of children of the same age: or*
- *Have disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.*

A child under compulsory school age has special educational needs if they fall within the definition above or would do so if special educational provision was not made for them.

Taken from Section 20 of The Children and Families Act 2014.

5.2. We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We understand that many pupils, at some time in their school life, may experience difficulties affecting their learning, and we recognise that these may be long or short term. At Oaklands School, we aim to identify problems as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential. The earlier action is taken, the more responsive the child is likely to be.

- 5.3. Any of the following can trigger a concern:
- Parent/carer
 - Child
 - Class teacher
 - Widening gap or failure to close a gap between self and majority of peers
 - Feedback from service providers
 - Records transferred from another school
 - Base line and on-going assessments both formal and informal
 - EYFS/KS1 results
 - In-house testing and assessment
 - Pupil tracking

6. Dimension of Need

- 6.1. There are four broad areas of SEND.

Communication and Interaction

- 6.2. This includes children with speech and language delay, impairments or disorders and those who demonstrate features within the autistic spectrum.

Cognition and Learning

- 6.3. At Oaklands this includes children who demonstrate features of moderate profound learning difficulties or specific learning difficulties or such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

Social, Mental and Emotional Health (SEMH)

- 6.4. This includes children who may be withdrawn or isolated, as well as those display challenging, disruptive or disturbing behaviour. Such behaviours may reflect underlying mental health difficulties, such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically explained. Other children may have disorders such as attention deficit disorder, attention deficit-hyperactivity disorder or attachment disorder.

Sensory and/or Physical Needs

- 6.5. This includes children with sensory (such as hearing impairment or visual impairment), multi-sensory and physical difficulties which prevent or hinder them from making use of the educational facilities generally provided.

7. Identifying and Supporting Children with SEND – A Graduated Approach to Support

- 7.1. Quality First Teaching is an entitlement for every child. Children who are falling behind their peers and therefore causing concern, will be monitored by teachers and supported with school resources. Their progress will be discussed regularly with the inclusion team and next steps decided.
- 7.2. The triggers for intervention could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:
- makes little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness
 - shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
 - presents persistent emotional or behavioural difficulties which are not modified by the positive behaviour management techniques usually employed in the school
 - has sensory or physical problems, resulting in them making little or no progress despite the provision of specialist equipment or strategies
 - has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

- 7.3. If progress continues to be inadequate, on further review, the child may be placed on the SEND register, where reasonable adjustments will be made and regular communication with parents established.
- 7.4. The SEN Support Agreement (SENSA), completed with the pupil, parent and teacher, will identify specific targets and approaches to support the child and reviewed regularly.
- 7.5. Where a child continues to have difficulties, advice will be sought from external services. This may involve discussion at In School Review (ISR), and/or outside agencies.
- 7.6. It will be necessary to apply for additional funding to secure further support. A School Based Support Plan (SBSP) will be drawn up if there is no progress after four reviews.
- 7.7. In a small number of cases, the barriers to learning for an individual child are so great that the Medway thresholds for Educational Health Care Plan will be met. Then, an application will be made to the LA for statutory assessment, which **may** result in an Education, Health and Care Plan (EHCP) for the child. This legal document will be drawn up in consultation with parents, child and all the services involved with the child including the school, and will be reviewed annually. At the end of each key stage, the EHCP will be reviewed and the next stage of development taken into account when planning provision.

8. National Tests

- 8.1. Children entering SATs tests will be considered for access arrangements or withdrawal from the tests if their special needs are such that they could not attempt the tests without additional provision. The Inclusion Leader will make the necessary arrangements in line with statutory guidance.

9. Partnership with Parents/Carers

- 9.1. The school aims to work in partnership with parents and carers. We do so by:
 - recognising that parents and carers have vital knowledge and expertise in relation to their child
 - working effectively with all other agencies supporting children and their parents or carers
 - giving parents and carers opportunities to play an active and valued role in their child's education
 - making parents and carers feel welcome
 - encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
 - instilling confidence that the school will listen and act appropriately
 - focusing on the child's strengths as well as areas of additional need
 - allowing parents and carers opportunities to discuss ways in which they and the school can help their child
 - agreeing targets for the child
 - giving user friendly and appropriate information to parents and carers, as well as support during assessment and any related decision-making process about SEND provision
 - making parents and carers aware of the Parent Partnership services (KIDS). This information will be included in the school's prospectus and at meetings with parents at an individual level; providing all information in an accessible way

10. Involvement of Pupils

- 10.1. We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). All pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
 - identify their own needs and learn about learning
 - share in individual target setting across the curriculum
 - self-review their progress and set new targets
- 10.2. In addition pupils who are identified as having SEND participate in:
- High quality learning opportunities
 - Regular discussion, feedback and review of learning with the class teacher
 - Support Plan reviews and setting of Support Plan targets
 - Working with teachers and, as appropriate, teaching assistants (TAs), Pupil Premium Mentors (PPM), learning mentors or the SEMH mentor, either in a small group or in a 1:1 situation
- 10.3. Further information can be found on the LA website (www.medway.gov.uk/childrenandyoungpeople/medwayslocaloffer) about the Medway Local Offer, which outlines service provision in the authority and support available to parents and children with SEND.

11. Transition

- 11.1. For children transferring to secondary we have a planned transition programme. Less confident children take part in a special transition support programme and may be accompanied on an additional visit to their secondary school by a member of staff (and/or the Family Liaison Officer). The Assistant Head Teacher – Inclusion will liaise with secondary colleagues and SEND records are passed on.

12. Managing Medical Conditions

- 12.1. The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- 12.2. At Oaklands School, we support children, where possible, with medical conditions. Staff will be trained as need arises and a care plan and/or risk assessment is put in place. The care plans are reviewed regularly

13. Admission Arrangements

- 13.1. Medway Council run the admissions process for the school. Please see Medway criteria or their policy.

14. Facilities for Pupils with SEND

- 14.1. The school complies with relevant accessibility requirements, with plenty of space for small groups and individual withdrawal sessions. The building can be accessed by wheelchair users and includes a toilet for disabled. Staff are highly trained and have experience of working with a wide range of agencies. The accessibility plan is updated annually and is available from the website.

15. Responsibilities

- 15.1. The Assistant Head Teacher - Inclusion has responsibility for:
- The day to day operation of the school's SEND Policy
 - Supporting the early identification of barriers to learning
 - Advising class teachers and other staff regarding appropriate support strategies
 - Liaising with school colleagues and external agencies including, educational, medical, social and voluntary services

- Supporting teaching staff in drawing up and revising Provision Maps on a termly basis
 - Alongside the SLT, deployment of TAs and mentors to meet the requirements of the provision maps
 - Monitoring effectiveness of support programmes and services
 - Ensuring parents are fully involved in positive outcomes for their children’s learning
 - Implementing a programme of annual review
 - Overseeing records of all children with SEND
 - Managing SEND resources, including identifying resourcing needs, sourcing and ordering equipment
 - Liaising with relevant schools to ensure smooth transition between phases and places of education
 - Liaising with SEND governor and keeping abreast of national/local developments through network meetings and relevant training
- 15.2. Teachers are responsible and accountable for:
- the progress and development of pupils in their class at all stages of SEN Support
 - working to develop independent, confident learners
 - managing support staff and resources in their class
 - liaising with parents
- 15.3. The Governing Body will:
- fulfil statutory responsibilities outlined in the SEND Code of Practice
 - provide a named Governor responsible for SEND and for reporting to parents on the fulfilment of the school’s SEND Policy
- 15.4. The SEND Governor has responsibility to:
- assist and advise the governing body on fulfilling its SEND responsibilities
 - making visits to school to liaise with Assistant Head – Inclusion and discussing provision for pupils with SEND
 - ensure children with SEND are included in activities with other children, so far as this is reasonably practical and compatible with good education for all
 - ensure budget allocation takes account of staffing, training, resourcing requirements for individual children
 - be aware of the implementation and effectiveness of the school’s policy by monitoring for example:
 - o The existence of accurate and up to date record keeping, including achievements
 - o The number of review meetings held at least termly for SEND pupils
 - o Feedback from pupils, parents and staff
 - o The standards and progress of pupils with SEND
 - o Awareness of the nature of needs and the demands these make
- 15.5. Parents will:
- Share the knowledge, views and first-hand experience they have regarding their child to make a vital contribution to their child’s education
 - Be partners in the educational process and keep in regular contact with the school regarding their child’s progress
 - Attend parent-teacher consultation meetings and to discuss their child’s SEND and progress towards their targets

16. Training and Resources

- 16.1. Training needs are identified by staff themselves, by the Senior Leadership Team or the Assistant Head – Inclusion to meet the needs of children in school or those known to be coming into school.

Training is delivered to appropriate staff through the school's programme of professional development, either individually, in groups or corporately, depending on the needs of the children.

- 16.2. All teachers and staff undertake induction on taking up post and this involves an introduction to the school's provision and procedures; including discussion of the needs of individual pupils.
- 16.3. The Assistant Head Teacher – Inclusion regularly attends LA briefings and liaises with Chatham and Walderslade Consortium colleagues to keep up to date with local and national developments and to share best practice.
- 16.4. The Assistant Head Teacher - Inclusion is also responsible for acquiring and managing physical resources needed to support pupil learning.

17. Monitoring and Evaluation

- 17.1. Pupils' progress is monitored using standardised tests, as well as teacher assessment.
- 17.2. Upon entry to the school, all pupils' attainment is measured against a variety of induction materials designed to give the class teacher the best possible indication of pupils' needs.
- 17.3. Quality of teaching is monitored through lesson observations, learning walks, book-scrutiny and pupil interviews.
- 17.4. Interventions are evaluated for their effectiveness and value for money.
- 17.5. Parent and pupil surveys, feedback on reports and at parent's evenings, and SEND review meetings, inform our work.

18. Complaints

- 18.1. Should a parent or carer have a concern about special provision made for their child, they should discuss this with the class teacher in the first instance.
- 18.2. If the concern continues this should be referred to the AHT (*Inclusion*) who will try to resolve the matter.
- 18.3. If the matter is still not resolved they must speak to the Headteacher. For more information, see the Complaints policy.
- 18.4. At all stages parents are able to seek advice from Parent Partnership Service.

Appendix A Oaklands School | Graduated Support Provision (Summary of Local Authority Guidance)

School Support	School Support with general advice from external agencies	School Support with additional advice and support		School support with 'top up' funding or special provision	Specialist Provision or mainstream school with support if parental choice
Band A	Band B	Band C	Band D	Band E	Bands F and G
The child is making slower than expected progress, and achieving below age appropriate levels but are NOT SEND	See A: but when monitored, good teaching is not helping the child to close the gap	See B: but the child is making very slow progress and the gap is widening	Children with a specific need requiring specialist advice and those who, despite SEN team intervention, are making insufficient progress and the gap is not closing or is widening	Despite intervention by specialists, the gap is not closing and standards achieved are significantly below expectation. Child is likely to meet the criteria specified by the LA for an EHC Plan	The child will have a combination of substantial and severe difficulties so that it may be necessary to enter into a multi-disciplinary assessment process with health and social care in order to consider the need for an Education, Health and Care Plan and a placement in a special provision.
Quality first teaching with in-class differentiation	Small group or individualised work for learning	Individually prepared learning programmes	Intensive teaching approaches using informed programmes, some to be updated by qualified professionals	Regular multi-agency input	
May need some additional help from the teacher or another adult from time-to-time	Curriculum experiences and successes to enhance a poor self-learning image	Planned programme of personal, social and /or behaviour management and development prepared in consultation with support services	Access to a quiet area during lessons as required	Social, emotional, behavioural programme, developed with external support and taught with peers with adult child ratio of 1:6 for the majority of the school week	
TA support on a specific programme	Investigation of any behavioural problems	Access to an area of the school designated for supported peer interaction or quiet time, including during play/lunch times	A predictable and structured routine with adult support	Teaching and support from specialist staff to develop social interaction	
Closer home/school liaison	Planned programme of personal, social and / or behaviour management and development. Counselling.	Extra adult assistance with health needs	Specific teaching and social interaction skills with supported interaction with peers for significant periods of the day	Frequent checks and assistance to manage health and hygiene needs	
Monitoring of health issues, including advice from school nurse and/or a Care Plan and support with hygiene	Adaptation to existing routines and /or access to specialist equipment	Delivery of specialist sensory programmes	Person 'on call' for health or sensory needs or the child's safety	Intensive, daily programmes for language, motor or sensory needs delivered by a trained person	
	A Care Plan	Up to 25 hours targeted support	School staff training may be required	Competent and trained staff to prevent harm to self and others	
	Minor modifications to the learning environment	Consultation with parents every six months	SEND Support Agreement required	Direct input from therapists	
	Regular checks by SENCo	SENCo/specialists involved in preparing and delivering a support plan	School Based Plan may be required	Possible EHC plan required	
			Review, including external agencies, 3 times a year	NOTE: Band E can qualify a child for special provision (see LA guidance)	