



Oakridge Primary School Special Educational Needs and Disabilities (SEND) Policy

Adopted:	May 2020
Chair of Governors:	Mr Felton
Next review date:	May 2021

SEND Statement of Intent:

At Oakridge Primary School, we pride ourselves on the high aspirations that we have for each and every one of our learners and we endeavour to meet children's unique and diverse needs in all that we do. All staff at Oakridge are committed to working alongside pupils, parents and other relevant professionals to ensure that learners with special educational needs and/or disabilities (SEND) are effectively supported to achieve their full potential within our inclusive school community.

Introduction

Oakridge Primary School has a named SENDCo who has completed the National Award for SEN Coordination (NASENCO). They ensure that the Oakridge Primary School Special Educational Needs and Disability Policy works within the statutory guidance of the Code of Practice (2014), the Local Education Authority and other relevant school policies. This SEND policy operates within the inclusive ethos of our school, which is underpinned by our school values of respect, teamwork and collective responsibility.

This SEND Policy details how, at Oakridge Primary School, we endeavour to secure the best possible outcomes for pupils with SEND through ensuring that the necessary provision is implemented in order for all learners to achieve their full potential.

Aims and Objectives

Our SEND policy, along with the SEND Information Report aims to:

- Set out how our school will support and make provision for pupils with SEND.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

At Oakridge, our arrangements for achieving the best possible outcomes for pupils with SEND include:

- Using our best endeavours to secure special educational provision for pupils for whom this is required, that is ‘additional to and different from’ that provided within the differentiated curriculum across the four areas of need identified in the Code of Practice (2014):

Communication and interaction

Cognition and learning

Social, Emotional and Mental Health difficulties

Sensory and/or physical needs

- Making reasonable adjustments to enable all children to have full access to the school curriculum.
- Ensuring a high level of staff expertise to meet individual pupils’ needs, through well targeted continuing professional development.
- Creating an effective learning environment that meets the special educational needs of each child in order that they can achieve their full potential and engage in activities of the school alongside pupils who do not have SEND.
- Working closely with parents as partners to support pupils with SEND.
- Working in conjunction and productive partnerships with the Local Education Authority and other outside agencies in order to ensure a multi-professional approach to meeting the needs of all learners with SEND.
- Supporting the full inclusion in all school activities for pupils with medical conditions, in liaison with health and social care professionals.

Legislation and Guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2014) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools’ responsibilities for pupils with SEND.
- The Special Educational Needs and Disability Regulations 2014, which set out schools’ responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND Information Report.
- The Equality Act 2010.

This policy also works in conjunction with Staffordshire Local Authority's Local Offer and various school policies, including our Safeguarding Policy, Behaviour and Discipline Policy, Teaching and Learning Policy and Accessibility Plan.

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others 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 educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and Responsibilities

The Special Educational and Disabilities Co-ordinator (SENDCo)

The SENDCo is Mrs Laura Evans. She can be contacted via the school office, or by emailing senco@oakridge.staffs.sch.uk

The SENDCo will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.

- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

The SEND Governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

The Headteacher

The Headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

Identifying Pupils with SEND and Assessing their Needs

The identification of SEND is built into the overall approach to monitoring the progress and development of all of our pupils. We assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. If a child already has an identified special educational need when they join our school, the child's class teacher and the SENDCo will use this information to:

- Provide starting points for the development of an appropriate curriculum.

- Identify specific action required to support the child within the class.
- Use assessment processes to identify any learning difficulties.
- Ensure that ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

Class teachers regularly assess the attainment and progress of all pupils in their class and identify any pupils whose progress:

- Is significantly slower than that of their peers starting at the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in other areas than academic attainment, for example, social needs.

Slow progress and low attainment will not automatically mean that a pupil is recorded as having SEN.

The first response to identified concerns related to a pupil's progress is quality first teaching targeted at the pupil's area(s) of weakness and/or difficulty. At this stage, a pupil may be added to our School Monitoring Register, where we will monitor progress closely over a short period of time. If progress continues to be less than expected the class teacher, working with the SENDCo, will assess whether the child has SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes and will consider all relevant pupil progress and attainment data, as well the views and wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

In deciding whether special educational provision is required, the teacher and SENDCo may carry out some additional assessments aimed at identifying specific areas of difficulty. At this stage, it might also be necessary to secure more specialised assessments from external professionals. Where a pupil is identified as having SEN, we will take all necessary action to remove barriers to learning and put effective special educational provision in place to meet the pupil's needs. The SEN support they will receive will follow the graduated approach described in the Code of Practice (2014).

In a small number of cases, despite school having taken relevant and purposeful action to identify, assess and meet the SEN of a child or young person, they may have not made expected progress and may require a higher level of specialist resourcing which is different from and additional to that which is usually provided in school. If this is the case, we as a school, in consultation with parents, will consider requesting an Education, Health and Care

needs assessment from the local authority in order to determine whether it is necessary for provision to be made through an Education and Health Care Plan.

Consulting and Involving Pupils and Parents

At Oakridge, we recognise that a successful partnership with pupils with SEND and their families plays a vital role in enabling children and young people with SEND to achieve their full potential. As such, we actively seek to work in partnership with pupils and parents to gain a shared understanding of a child's needs. Children and young people with SEND often have a unique knowledge and understanding of their own needs and clear ideas about what sort of help they find beneficial. At all stages of the SEN process, the school keeps parents fully informed and involved and takes account of their thoughts, feelings and wishes. We encourage parents to make an active contribution to their child's education and have regular termly meetings to share the progress of pupils with SEND with their parents as part of the assess, plan, do and review cycle. We seek the consent of parents for any proposed assessments and/or support from external professionals and share the process of decision-making by providing clear information relating to the education of their child.

We will have an early discussion with the pupil and their parents when identifying whether special educational provision is required. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes on these early discussions will be added to the child's record and given to their parents. If it is decided that a pupil will receive SEN support they will be added to our SEND register and parents will be formally notified. The teacher and the SENDCo will agree in consultation with the parent and the pupil the interventions and support that will be put in place that are additional to or different from those provided as part of the school's usual differentiated curriculum. An Individual Learning Plan (ILP) will then be produced for the child which will contain specific targets linked to the identified area(s) of need. The ILP will include information about:

- Short term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- How the targets will help the child in their learning.
- What the child is responsible for.
- How the child can be successful.
- Recommended parental involvement to reinforce or contribute to progress at home.

- The review date.

The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

Assessing and Reviewing Pupils' Progress

When the decision has been made to provide SEN support, we follow the graduated approach and the four-part cycle of **assess, plan, do** and **review** as set out in the Code of Practice (2014).

Assess

In identifying a child as needing SEN support the class teacher, working with the SENDCO, will carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment and behaviour.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents, the pupil's own views and, if relevant, advice from external support services.

Plan

Where it is decided to provide a pupil with SEN support, the parents will be formally notified. The teacher and the SENDCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a date for reviewing the support.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Do

The class teacher is responsible for working with the child on a daily basis. Where the interventions planned involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil. Teachers work closely with teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed at the end of each term. At each review point, the impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their

parents. This should feed back into the analysis of the pupil's needs. The class teacher, working with the SENDCo, will revise support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil has an EHC plan, the school, along with other relevant professionals, will hold an annual review meeting to evaluate progress against the outcomes in the plan and set shorter term targets.

Our Approach to Teaching Pupils with SEND

We support children in a manner that acknowledges their entitlement to share the same learning experiences as their peers.

Teachers are responsible and accountable for the progress and development of all pupils within their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. We also provide interventions to support pupils in phonics, reading, spelling, number, fine motor skills, gross motor skills, touch typing, sensory needs and social communication.

Adaptations to the Curriculum and Learning Environment

We make the following adaptations/reasonable adjustments to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example by grouping, one-to-one work, teaching style, content of the lesson etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc.

Evaluating the Effectiveness of SEN Provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their individual learning targets each term.
- Reviewing the impact of interventions each term.
- Taking into account the thoughts, feelings and wishes of pupils and their parents.
- Monitoring by the SENDCo.
- Holding annual reviews for pupils with an EHCP.

Monitoring Arrangements

This policy will be reviewed annually by the SENDCo, Mrs Evans in consultation with the SEND governor, Mrs Lewis before being approved by the governing board. It will also be updated if any changes to the information are made during the year.

Links with other Policies and Documents

This policy links to the following school policies:

- Accessibility Plan
- Teaching and Learning Policy
- Behaviour and Discipline Policy
- Equal Opportunities
- Supporting Pupils with Medical Conditions