



SEND Policy

Date	Approved by (IEB)	Review Date
September 2024	September 2024	September 2025

At Oak CE Primary we believe it is the right of EVERY child to a broad and balanced curriculum that meets their needs; every teacher is a teacher of SEN. We know that each pupil has individual and unique needs and that those needs can change over their time with us. We acknowledge that a proportion of pupils will have Special Educational Needs at some time in their school career. Pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs.

Oak CE Primary aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim to:

- enable every pupil to experience success
- ensure quality first teaching is available to all pupils
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs, 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 special educational needs equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- ensure that children with special educational needs have opportunities to receive and make known, information to express an opinion, and have that opinion taken into account in any matters affecting them
- identify, assess, record and regularly review pupils' progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for special educational needs is implemented and maintained.

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 2014 and should be read in conjunction with the following guidance, information and policies:

- The Equality Policy and Accessibility Plan
- The school's SEN information on the school website (SEN Report)
- The LA Guidance – 'Children & Young People with SEN; Guidance – School Based Support'
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The Safeguarding Policy

In accordance with the overarching principle of the new Code of Practice, this policy has been coproduced with: Mrs M Garlick, Headteacher, Mr R Townsend, SENCo and Mrs A Pilling, Assistant SENCo. This has been agreed by the IEB governing body.

Long Term Aim of this Policy

Objectives

1. To work within the guidance laid down in the SEND Code of Practice 2014.
2. To identify and put in place appropriate provision for pupils who have SEND and additional needs.
3. To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupil's needs (Assess, plan, do, review model)
4. To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEN, and their own involvement in this
5. To provide an appropriately qualified and experienced SENCO in post who can ensure that the SEN Policy is put into practice.
6. To provide support and advice for all staff working with SEND pupils.

Identification of SEN and the Graduated Approach

Children and young people are identified as having SEN if they do not make adequate progress through quality first teaching. Quality first teaching is the effective inclusion of all pupils in high quality everyday personalised teaching.

Children may be identified as having SEN if they:

- Continue to make little or no progress in specific areas over a long period.
- Continue working at National Curriculum levels substantially below that expected of children of a similar age.
- Continue to have difficulty in developing literacy and mathematics skills.
- Have an emotional or behavioural difficulty, which substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Have sensory or physical needs, and require additional specialist equipment or regular advice or visits by a specialist service.
- Have an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- Interventions put in place that have had little or no impact on learning or progress.

The Code of Practice states a **Graduated Approach** to the identification and assessment of SEN. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be explored in order to effectively support the difficulties that a child may experience.

Class teachers are accountable for the progress and development of children in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However, any intervention and support does not replace high quality teaching.

Differentiation/ Accessability	<p>The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved. In English and Maths teachers often differentiate the classroom activities at least 3 ways, even in sets. The activity may be supported by teacher or ETA in class or out of class, as appropriate.</p> <p>The questioning during lessons is often differentiated when aimed at particular pupils in class.</p> <p>Split inputs may be delivered.</p>
Catch up	<p>Those that are under achieving but may make progress with some provision in/out class are put in catch up programmes, for example Phonics catch up or a personalised intervention set by the class teacher. These children are carefully monitored. If no or little progress continues to be made then a Cause for Concern Referral Form is completed.</p>
SEN Support	<p>If despite differentiation or catch up programmes, little or no progress is being made then relevant outside agencies can be consulted and may support the school in allocating resources.</p>
Education, Health and Care Plan	<p>A child receives specific support in school funded by the LA should the cost exceed £6000.</p>

The Code of Practice specifies four broad areas of need:

- Communication and Interaction (including Autism Spectrum Disorder)
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Child Looked After, health and welfare, being in receipt of Pupil Premium, Disability (the Equality Act and the Code of practice state that schools and settings have a duty to make 'reasonable adjustments' – these alone do not constitute SEN).

If concerns for a child are linked to behavioural need, a behaviour plan may be considered and support offered from the Pastoral Wellbeing Team. An SEMH intervention may be put in place if required.

All teachers are held accountable for the progress of all children in their class or sets termly at pupil progress meetings. Here all children are discussed individually and those requiring additional support identified. Conversations are had with Key Stage Leaders about strategies that have worked well or may not have worked well over the term to date and actions put in place.

The school may decide, in collaboration with the parent/carer, to place a pupil on the SEN register at SEN Support. (See table above)

Every child/young person on SEN Support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs. In accordance with LA Guidance (see page 14 Children & Young People with SEN; Guidance – School Based Support), if a child/young person's needs are more complex, we will use a Support Plan to record outcomes, provision, resource and strategies in place.

Some children and young people on the SEN Register may have more significant SEN, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the issuing of an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school. Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered.

Criteria for Exiting the SEN Register

Children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN Register are made in partnership with the parent/carer and teacher at the end of each monitoring cycle.

Supporting Pupils/Students and Families

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEN. Our SEN Report is on our website and is updated regularly, and we guide parents towards the LA Local Offer for information about wider services.

Supporting Pupils at School with Medical Conditions

At Oak CE Primary we recognise that children and young people 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 and young people with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (2014) is followed.

We have adopted the Kirklees Policy for managing medical conditions. Health Care Plans are updated annually and appropriate training attended by relevant staff in the child's year group.

Monitoring and Evaluation of SEND

Ultimately, the class teacher is responsible for the progress of all children in their class. All teachers are teachers of children with SEND. We follow the assess-plan-do-review framework. Following each round of termly assessments or on exit of an intervention next steps are considered.

Regular parent drop ins are run by The Inclusion Team. Parents of children with SEN are regularly informally consulted and their thoughts and feedback welcomed.

Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils.

Resources

Funding for SEN

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget' which caters sufficiently for the special educational needs of the children and young people within their school. The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:

Element 1

Core Educational Funding:

Mainstream per pupil funding (AWPU)

Element 2

Schools Block Funding:

Contribution of up to £6k for additional support required by children and young people with high needs, from the notional SEN budget.

Element 3

High Needs Top Up:

Top Up funding (and exceptional allowance top up funding in some cases) from the LA to meet the needs of individual children and young people with EHC plans.

The amount of money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEN support.

Additional resources for individual statements and EHC plans - Element 3 are allocated by top up funding from the High Needs block budget. The level of top up funding for each pupil is allocated at four levels i.e. A, B, C or D depending on the type and level of need of each pupil.

High Needs pupils with statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

Roles and Responsibilities

- Mrs M Garlick, Headteacher and oversees The Inclusion Team.
- Mr R Townsend is the SENCo.
- Mrs A Pilling is the Assistant SENCo.
- Staff on the Pastoral Care Team are:
 - Mr M Auty, Mrs D Brook and Miss H Wyke
- The SEN Governor is Mrs M Shaw. She will be meeting with the team termly and monitors the progress of pupils/students with SEN.
- The school employs 40 support staff. They carry out a range of roles across the school and are line managed by Phase Leaders.
- The Designated Safeguarding Lead is Mrs M Garlick. In addition, the Safeguarding Team comprises of Mrs R Crawford, Mrs S Wilson, Mr M Auty and Mrs A Pilling. The designated governor is Mrs M Shaw.
- The teacher responsible for Children Looked After and Previously looked after is Mrs M Garlick.
- The staff responsible for managing the school's responsibility for meeting the medical needs of pupils/students are class teachers. Overseen by Mrs M Garlick.
- The staff responsible for managing the school's responsibility for meeting the asthma needs of pupils/students are overseen by Mrs M Garlick.

Storing and Managing Information

All documents relating to children and young people on the SEN Register are stored securely.

Reviewing the Policy

We will review this Policy within our school policy review cycle – annually.

Accessibility – Statutory Responsibilities

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information

This plan is reviewed annually, barriers are identified, and plans put in place to remove them.

Dealing with Complaints

If you feel dissatisfied with the service you and/or your child(ren) have received and are not able to address this with the SENCO or class teacher in person then you can contact the Headteacher, Mrs Melanie Garlick or SEN Governor, Mrs M Shaw, via the school address.

