

OAKDENE PRIMARY SCHOOL

SEND POLICY



Special Educational Needs and Disability (SEND) Policy

Document History	
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1 Introduction / Aims

1.1 This policy was reviewed and updated in September 2014 with regard to the *Special Educational Needs (SEN) Code of Practice: for 0 – 25 years and Section 69 (2) of the Children and Families Act 2014; Regulation 51 and Schedule 1 of the SEN and Disability Regulations 2014.*

<http://www.legislation.gov.uk/ukpga/2014/6/section/69>

1.2 Our aim is to provide all our children with an engaging, exciting and empowering curriculum. The ability to learn is underpinned by the teaching of basic skills, subject specific skills, knowledge, concepts, vocabulary and values with a vision to prepare them for life beyond primary school.

Our curriculum design builds in opportunities to allow for retrieval practise of previously learned content, supporting children to know and remember more in the long term. We aim to provide a creative, highly inclusive, challenging and real-world curriculum that inspires future thinkers, innovators and problem solvers in an environment that stimulates and supports high quality learning, both indoors and outdoors.

Teaching and learning at Oakdene Primary School is flexible and adapts to the needs of the children. Teachers have an understanding of different pupil needs; provide opportunity for all pupils to experience success; meet individual needs; group pupils effectively. Our curriculum builds upon pupils' strengths, interests, prior knowledge and experiences and develops children's confidence in their capacity to learn and work both independently and collaboratively.

The wellbeing agenda is at the heart of Oakdene Primary School's curriculum. In recognising the development of the whole child, the pastoral support given to children so they can access the curriculum is very strong. The school has various systems in place, which support the personal, emotional and mental well-being of children.

When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. At Oakdene Primary School we have regard to the SEN Code of Practice on the identification and assessment of special educational needs.

1.3 Following the identification of a pupil having special educational needs, additional requirements and provision are recognised and implemented, where necessary, in order to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or specific help from that given to other children the same age.

1.4 Children may be identified as having special educational needs either throughout or at any time during their school career. This policy ensures that

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curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

2. Special educational needs

2.1 The statutory guidelines as identified within the SEN Code of Practice: 0 – 25 years, state that a child has Special Educational Needs 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:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a 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 or mainstream post-16 institutions.”

We provide support for the four main areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or physical

2.2 Many of the children who join our school have already attended an early education setting. In some cases children join us with their needs already assessed. All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If or when appropriate, school will also seek support/refer pupils in nursery to SaLT, GP/paediatrician, school nurse and/or the Early Years Specialist Support Service (EYSSS). Throughout school we will also reach out to outside agencies such as education psychologists, occupational therapy, play therapists, CaHMS, paediatricians and outreach support from specialist schools.

2.3 If our assessments show that a child has a specific or significant learning difficulty, we aim to use a range of strategies that make full use of all available classroom and school resources. The Special Educational Needs Co-ordinator (SENCo) Mrs Farnaby will become involved and work closely alongside the child's class teacher and parents/carers. The aim of this partnership is to identify and provide interventions and strategies that are different from or additional to those provided as part of the school's usual working practices. The involvement of external support agencies may also be identified and required. In consultation with parents, the class teacher and Executive Head Teacher the SENCo will take the lead in further assessments of the child's needs.

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2.4 The majority of children who have an identified need or concern will initially have a plan (cycle one) that identifies any concerns that school have and strategies/actions they can do to support the child and their needs. This will be reviewed after a term and a decision will be made as to whether the child has made progress and no longer needs to be added to the SEND register, needs to be monitored for a little longer or whether the child needs to be added to the SEND register.

If the child is added to the SEND register, a new plan will be devised and shared with parents/carers. The SEND support plan (cycle two) will include targets, strategies/actions and provision used to support the child. Send Support Plans (SSP) Special Educational Needs (SEN) Policy will be reviewed every term.

Where the involvement of external support services has been identified, information and recommendations from such services will also be outlined within the SEN Support Plan. The strategies identified will, wherever possible be implemented in the child's usual classroom setting.

2.5 If following a process of close monitoring it is deemed that a child has made little or no progress despite well-founded support that has been matched to the individuals area(s) of need and the school feel that the child's needs remain so substantial that they cannot be met effectively within the resources normally available to the school, a request to the local authority for an assessment of education, health and care needs will be made. This will involve the preparation of an Education, Health and Care (EHC) Plan.

2.6 If following a process of close monitoring it is deemed that a child has made accelerated progress and no longer requires additional intervention we will remove the child from the Special Educational Needs register. Progress will continue to be tracked termly to ensure that progress is sustained over time.

2.7 In our school the SENCO:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs; including personal education plans for children in public care.
- acts as the link with parents or carers;
- acts as link and key point of contact with external agencies and other support agencies; including other schools, health and social care professionals and the Local Authority;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;

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- contributes to the professional development of all staff;

3 Aims and objectives

3.1 The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

4 Educational inclusion

4.1 At Oakdene Primary School we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

4.2 Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Please refer to our accessibility policy on our school website for further Details.

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5 The role of the governing body

5.1 The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

5.2 The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children.

They consult the LA and other schools, when appropriate, and report annually to parents and carers on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of a decision by the school that SEND provision is being made for their child.

5.3 The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is Councillor Barry Woodhouse. The Executive Head Teacher ensures that all those who teach a pupil with a statement of special educational needs / Education Health Care Plan (EHCP) are aware of the nature of the statement / Plan.

5.4 The SEND Governor Mrs Laville ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

6 Allocation of resources

6.1 The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health Care Plans (EHCP).

6.2 The Executive Head Teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

6.3 The Executive Head Teacher and the SENCO meet annually to agree on how to use funds directly related to individual pupils. The SENCO draws up the resources bid when the school is planning for the next Sustained School Improvement Plan.

7 Assessment

7.1 Early identification is vital. The class teacher informs the parents/carers at the earliest opportunity to alert them to concerns and enlist their active help and participation.

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7.2 The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

7.3 The SENCO works closely with parents/carers and teachers to plan an appropriate programme of support.

7.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

7.5 The LA seeks a range of advice before applying for an assessment by means of an EHC Plan. The needs of the child are considered to be paramount in this.

8 Access to the curriculum

8.1 We are an extremely inclusive school. All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

8.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

8.3 SEN Support Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

8.4 We support all children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

9 Partnership with parents and carers

9.1 The school works closely with parents and carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue. The home-school agreement is central to this. Parents and carers have much to contribute to our support for children with special educational needs. The school website contains details of our policy for special educational needs, and the arrangements made for these children in our school. Parents/Carers can Special Educational Needs (SEN) Policy

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request a paper copy also. In the school entrance, there are also parent/carer friendly leaflets available.

9.2 From September 1st 2014 the school made available a 'Local Offer' relating to SEND provision available at Oakdene Primary School. This is available on the school website and in paper format on request. A named governor Mrs Laville takes a special interest in special needs.

9.3 We usually have regular meetings each term with parents/carers, to share the progress of all pupils including those identified as having special educational needs. Pupils and parents/carers alike are an integral part of this reviewing process. Due to the pandemic we are having to think of ways to adapt and do things a little differently. One of the ways we are doing this, is instead of the usual autumn term reviews and parent/teacher consultation, each class teacher will be sending out an invitation for you to 'book in a phone call'. This will provide an opportunity for school to provide feedback to let you know how your child has settled back into school; their strengths and the areas they need to improve / develop / strengthen. It will also provide you with an opportunity to ask questions.

At Oakdene Primary School we encourage parents/carers and those children and young people identified as having SEND to be involved in discussions and decisions about every aspect of SEND.

For any formal complaints regarding SEND within school, please follow the Schools Complaints Procedure. This is available on the school website and in paper format on request.

10 Pupil participation

10.1 At Oakdene Primary School we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Early Years Foundation Stage recognises the importance of children developing social as well as educational skills.

10.2 Children are involved at an appropriate level in setting targets in their SEN Support Plans and in the termly review meetings. They are encouraged to participate in discussions and decision making in relation to their needs and how to achieve the best outcomes. We recognise success here as we do in any other aspect of school life.

11 Monitoring and evaluation

11.1 The SENCO monitors the movement of children within the SEND system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

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11.2 The SENCO is involved in supporting teachers involved in drawing up SEND Support Plans for children. The SENCO, Head of School and the Executive Head Teacher hold regular meetings to review the work of the school in this area. The SENCO also supports and monitors the work of learning support assistants.

11.3 The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENCO reports the outcome of the review to the full governing body.

12 Arrangements for considering complaints about SEND provision within school.

12.1 Initially, complaints should be discussed with the class teacher. Depending on the outcome of this meeting the SENCO (Mrs Farnaby) or the Head of School (Miss Champion) should be informed and a further meeting can be arranged. If parent(s)/carer(s) feel that the issue has not been resolved the complaints policy will be followed.

Parents can also contact:

The local authority SEND and engagement on 01642 527145, Stockton Special Educational Needs and Disability Information, Advice and Support Service (SEND IASS) (formerly Parent Partnership Service) is a free, impartial and confidential service. They provide advice, information and support on all matters relating to special educational needs and disabilities (SEND). The SEND Information, Advice and Support Officer can be contacted on 01642 527158 or email SENDIASS@stockton.gov.uk. They also have a website

<http://search3.openobjects.com/kb5/stockton/directory/service.page?id=yVe4piZWHug>

However, it is hoped that any concerns or issues can be resolved within school.

School's telephone number is 01642 560768.

Rights Respecting Schools

Article 23. You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.