

**OXFORD GARDENS PRIMARY SCHOOL**  
**Special Educational Needs & Disability Policy**



**Aim**

At Oxford Gardens we strive to raise the aspirations of and expectations for all pupils with SEN. Oxford Gardens provides a focus on outcomes for children, rather than hours of provision/support.

**Objectives**

At Oxford Gardens, we hold the view that every teacher is a teacher of every child including those with Special Educational Needs & Disability (SEND).

We therefore aim to ensure the following:

1. We will work to identify and provide support for pupils who have SEN and additional needs
2. We will work within the guidance provided in the SEND Code of Practice, 2014
3. We will operate a “whole pupil, whole school” approach to the management and provision of support for SEN.
4. We will provide support and advice for all staff working with SEN.

**What is SEND?**

1. A child has SEND if he or she has learning difficulties or disability which calls for special educational provision to be made for him or her.
2. A child has learning difficulties if he or she:
  - a. Has a significantly greater difficulty in learning than the majority of others of the same age or
  - b. Has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in school. The Code of Practice outlines the ‘reasonable adjustment’ duty for all schools provided under the current Disability Equality legislation, these alone do not constitute SEN)
3. A child does not have SEN solely because the language in which he or she is taught in is different from the language spoken at home

The following is not considered to be a Special Educational Needs, although they may have a significant impact on progress and attainment.

- Attendance and punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a serviceman/woman

**Identification of Special Educational Needs and Disability**

Identification of SEND may have occurred before a child has enrolled at Oxford Gardens. If this is the case the Pastoral Deputy Head will seek advice and support from relevant schools and external agencies to inform the provision that is put in place at Oxford Gardens.

It is expected at Oxford Gardens that all children will make at least ‘good’ progress in all areas of the curriculum. The progress of all children is closely monitored by the Senior Leadership Team and children who fall below this expected level will be identified promptly. Teachers are responsible for the progress of all the children in their class. When a teacher has concerns about the progress or attainment of a child in the class, the following is expected:

- 1) The teacher will raise these concerns with the child's parent to plan a way forward together. This may involve the teacher adapting certain aspects of their classroom practice, or the parents seeking advice, for example, from their GP or optician.
- 2) Should problems persist, and significant difficulty remains, the teacher should raise their concern with the Pastoral Deputy Head.
- 3) The Pastoral Deputy Head may observe the child in class or work directly with the child to deem if the child should be placed on the SEN register.
- 4) The school will then put in place more targeted support for the child on either a long term or short term basis, depending on the nature of Special Educational Need.

*High quality teaching, differentiated for individuals, is the first step in responding to pupils who may have SEND. Additional support and intervention cannot compensate for a lack of good quality teaching.*

There are four broad areas that give an overview of the difficulties pupils may have. However, it is important to note that a pupils needs may cross one or more of the following.

- Communication and Interaction
- Cognition and Learning
- Social Emotion and Mental Health difficulties
- Sensory and/or Physical

The purpose of identification is to inform action to be taken; its purpose is not to label a child or to fit the child into a category.

The SEND Code of Practice (2014) describes a 'graduated response' to identifying and removing barrier to learning in order to put effective special education provision in place.

At Oxford Gardens we have a three tiered approach to supporting a child's learning.

**Universal** This is the quality first teaching your child will receive from her/his class teacher and may include some very minor adaptations to match learning needs.

**Targeted** It may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four part approach of:

- a) assessing** your child's needs
- b) planning** the most effective and appropriate intervention
- c) providing** this intervention
- d) reviewing** the impact on your child's progress towards individual learning outcomes

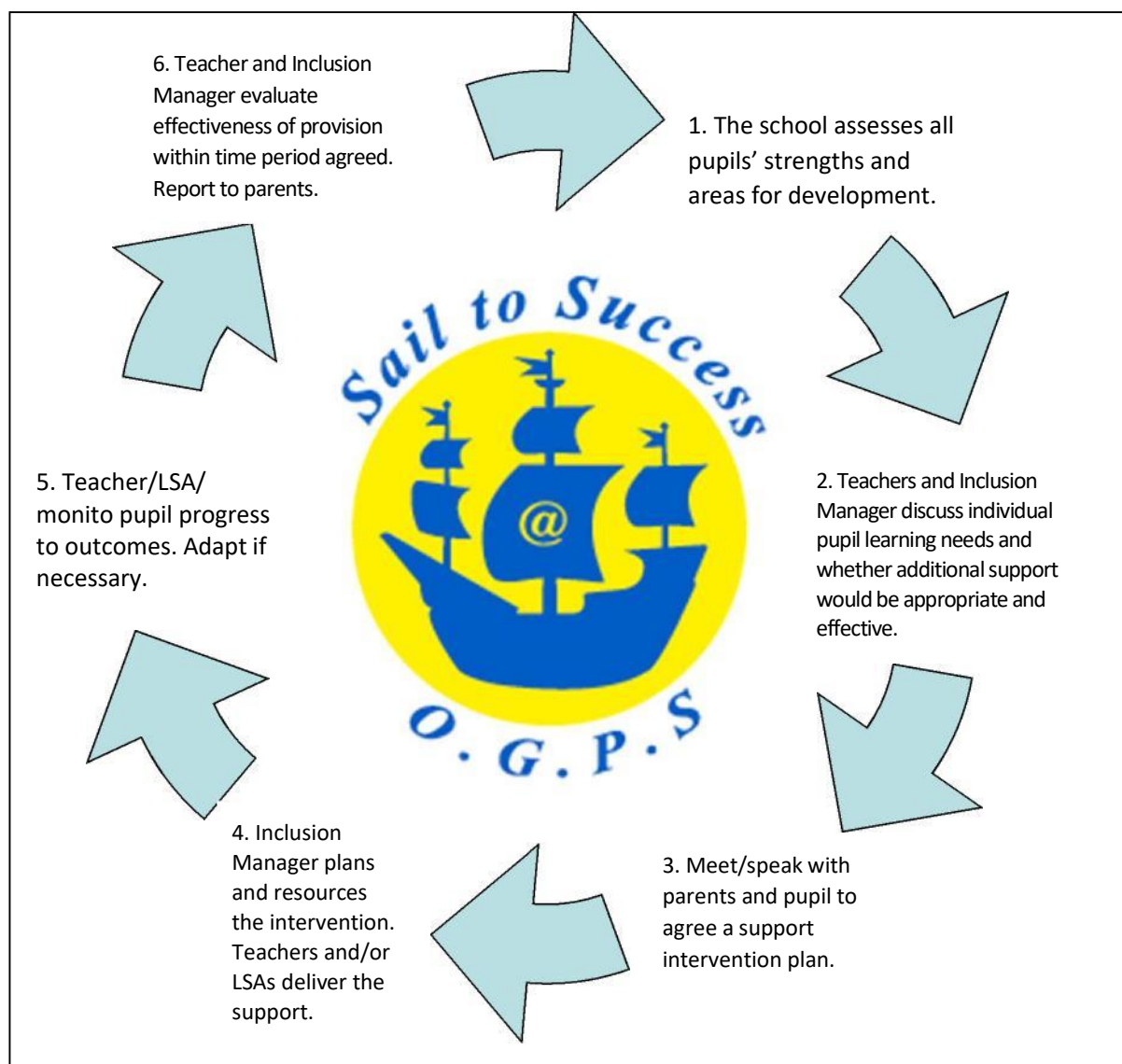
Specific targeted one to one or small group interventions may be run outside the classroom. These will be limited to a number a weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.

**Specialist** It may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers and the child development service. The school may need to prioritise referrals to these services. However, for a very small number of pupils access to these specialists may be through an Education Health Care Plan.

## Managing Pupils Needs on the SEN Register

Children identified as having SEN will be recorded on the SEN register as having **SEN Support**. For the majority of children, this will mean they receive targeted support. This could be as part of smaller group work or on an individual.

It is expected that **all** children will have academic targets, both in Mathematics and in English. In most cases, SEN support will help the child achieve these targets. In a minority of cases, children will have additional targets, which are not directly related to Mathematics or English. In this case an Individual Education Plan (IEP) may be put in place. Targets on the IEP should be outcome led and reviewed half termly by the class teacher. Group IEPs, for specific group interventions, may also be used and should be written and reviewed by the Class Teacher and/or the Pastoral Deputy Head.



## **Referral for Education Health Care Plan Needs Assessment**

The majority of pupils with Special Educational Needs and Disability are expected to benefit from the support arranged through SEN Support. If a child continues to be working at a level below that which is acceptable for his/her Key Stage, the school will consult the parents about a referral for an Education Health Care Plan Needs Assessment. This means that, the education authorities will be asked to assess the child's need, and to advise the school on how to support the child's individual needs.

A request for An Education Health care Plan needs Assessment can be made independently by the parent, or by another agency which is already involved with the child's development. When an assessment takes place, the authorities may consider it necessary to determine the special education provision for the child. If this is the case, the authorities prepare an Education, Health and Care (EHC) Plan. The school and the child's parents receive a copy of the Draft EHC for consultation. At this stage the parents may express a preference for their child to attend a maintained school. A SEN Caseworker, employed by the education authorities, consults and advises parents about this decision making process and how to express their preference.

All children with an EHC Plan are supported with an Individual Education Plan. The school prepares a programme of support, which is in keeping with the guidance and strategies set in the child's EHC Plan. An Annual Review is held to assess the child's progress towards achieving the learning outcomes set in the EHC Plan. If there is a significant change in the child's special educational needs, the Annual Review meeting is brought forward to decide whether or not, the provision specified in the EHC Plan is still appropriate.

### **Supporting Pupils and Families**

At Oxford gardens we believe working collaboratively with parents will lead to the best outcomes for children.

Information about how the school supports children with SEN can be found at <https://www.oxfordgardens.rbkc.sch.uk/parents/sen>

A link to the Local Authority Offer for SEN can be found at <https://www.rbkc.gov.uk/children-and-education/schools/support/special-education-needs-sen/our-local-offer>

A link to our admissions policy can be found at <https://www.oxfordgardens.rbkc.sch.uk/parents/admissions>

The school endeavours to support and prepare all children a key transition points during their time at Oxford Gardens. For children with SEN, this will mean working collaboratively with parents, teachers and other schools to ensure that children's needs are catered for at each stage of education. For children with an EHC Plan, this will mean holding annual reviews with parents, teachers and the Pastoral Deputy Head. Professionals who work with the child will also be invited and their professional opinions sought. The child's secondary school will be invited to the Year Six Annual Review. The school will work collaboratively with all receiving schools of children on the SEN register, to ensure all relevant information is shared for the good of the child.

### **Supporting Children with Medical Conditions**

At Oxford Gardens we recognise 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 also be disabled, and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some children may also have SEN and may have an EHC Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 2014.

Where appropriate, the school will work with health care professionals to support children and families to ensure that all children can access and enjoy the same opportunities as any other child. See also Supporting Children with Medical Conditions Policy.

### **Monitoring and Evaluation of SEND**

The school regularly monitor and evaluate the impact of provision for **all** pupils. In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents. Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

### **Training and Resources**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Staff training is overseen by the school Senior Leadership Team. The school has access to the Westminster Special Schools Training and Outreach Service, which is used to support the provision available in school.

The SLT may identify whole school, group or individual training needs which need to be addressed based on the needs of the children and the staff at Oxford Gardens.

All teachers and support staff undertake induction on taking up the post and this includes meeting with the Pastoral Deputy Head to explain structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's Pastoral Deputy Head regularly attends the LA inclusion network meetings in order to keep up to date with local and national updates. The Pastoral Deputy Head is a member of NASEN and also holds the National Award for SEN Coordination.

### **Roles and Responsibilities**

As the person with the duty to manage all the day to day aspects of the school's work, the Head Teacher has overall responsibility for the policy and provision of SEN within the school.

Eileen Keogan is the school's Pastoral Deputy Head to whom the day to day operation of this policy has been delegated.

The Pastoral Deputy Head aims to achieve the following:

- Liaise with and advise the class teachers with the identification, assessment and provision for SEN pupils.
- Liaise with the parents of those children who have SEN.
- Liaise with the support staff to monitor strategies for working with children who have SEN.
- Liaise with external agencies, including the Educational Psychology Service and other support agencies; medical and social services and voluntary bodies.
- Liaise with parents and appropriate agencies about children who are identified as having a disability.
- To oversee and observe interventions provided for SEN pupils
- To observe interventions provided for SEN pupils
- To create yearly planning grid, showing SEN requirements and deadlines
- To carry out termly analyses and write reports regarding the effectiveness of provisions
- To monitor classroom SEN files
- To oversee the records on all pupils with SEN
- To lead and contribute to staff INSET
- To support the head teacher and governors in ensuring a high quality of support for pupils who have SEN.

The Head Teacher works closely with the Pastoral Deputy Head, who regularly provides information about the provision for children with SEN.

The named 'SEN Governor' at Oxford Gardens is Tara Swan. The SEN Governor aims to achieve the following:

- Ensure that the necessary provision is made for any pupil who has SEN.
- Ensure that where the 'responsible person' has been informed by the LA that a pupil has SEN, those needs are made known to all those who are likely to teach the child concerned.
- Ensure that the teachers in the school are aware of the importance of identifying, and providing for those pupils who have SEN.
- Have regard to the Special Needs Code of Practice when carrying out their duties toward all pupils with SEN.
- Ensure that parents are notified by the school, that their child has SEN.

### **Safeguarding**

At Oxford Gardens we are committed to safeguarding the needs of all children, including those with SEND. Safeguarding will be at the forefront of every member of staff's mind; for children with SEND we will ensure that their SEN or disability needs are not seen first at the potential for abuse second. If a child is behaving in a particular way or is looking distressed, or their behaviour or demeanour is different from in the past, staff will keep in mind that this may be indicative of a sign of potential abuse and not simply see it was part of their child's SEND. Staff will always refer such concerns to the Designated Safeguarding Lead.

### **Storing and managing Information**

All information held about a child with SEN, including reports, minutes of meetings and correspondence will be kept securely and only for as long as is absolutely necessary. Information will be passed on to receiving schools if and when a child moves to a new school.

### **Reviewing the Policy**

This policy is reviewed annually in line with NASEN recommendations.

### **Linked policies**

Complaints procedure  
Anti-Bullying policy  
SEN Information  
Disability Equality policy  
Supporting Children with Medical Conditions  
Safeguarding and Child Protection Policy

This policy is reviewed annually by the Pastoral Deputy Head, in consultation with the Head Teacher.

Review Date: Summer 2020

Next Review Date: Summer 2021