

## OAKFIELD PRIMARY SCHOOL - SPECIAL EDUCATIONAL NEEDS (SEND) POLICY

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 - 25 (July 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

### SEND IN OUR SCHOOL

We believe that:

- Every teacher is a teacher of every child or young person including those with SEND.
- A child with Special Educational Needs (SEND) should have their needs met. The Special Educational Needs of the child will, if at all possible, be met in mainstream school.
- The views of the child should be sought and taken into account where appropriate to the age and ability of the child
- Parents have a vital role in supporting their children's education.
- Children with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum

The Governing Body in our school will ensure that:

- They are fully involved in developing and monitoring the School's SEND policy.
- That all governors, especially SEND Governors, are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- That SEND provision is an integral part of the School Improvement Plan.
- That the quality of SEND provision is continually monitored.

### Our aim

We aim to enable every child to learn as effectively as possible, to enjoy his/her learning and to provide a foundation for life-long learning.

Our objectives to achieve our aim:

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice, 2014

3. To ensure all children receive quality first teaching
4. To provide a Special Educational Needs Co-ordinator (SENDCO) who will work with the staff and parents to support the children with SEND.
5. To make full use of outside agency support to ensure all children with SEND have their needs met by experienced trained staff.
6. To track the progress of pupils with SEND in order to inform the success of the SEND Policy and Provision.
7. To allocate the SEND budget according to the complexity of need.

### **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

*"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- *Has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions." (SEND Code of Practice, 2014 p15-16)*

In line with the SEND Code of Practice 2014 we recognise that there are 4 broad categories of need:

- Communication and Interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The purpose of identification is to enable us to plan effectively for the needs of the child. At our school we identify the needs of children by considering the whole child not just their special educational needs and acknowledge that there may be other needs which may impact on progress and attainment. These may include:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Early identification of SEND is of paramount importance and that once identified suitable provision will be made and put into place as soon as possible. Initially the class teacher will identify the child's special educational needs and will instigate measures to support them within the classroom. The child's learning characteristics, the learning environment, the task and teaching styles will all be considered. Teachers will consult with parents, who are welcome into the school at any time to discuss concerns.

The systems we use to identify needs are:

- Progress against Age Related Expectations (ARE) and Foundation Stage Early Learning Goals (ELG)
- Standardised tests
- Individual diagnostic assessment
- Behaviour tracking

1) The action taken may involve one or more of the following:

- Assess, Plan, Do, Review
- Grouping for teaching purposes
- Curriculum and teaching methods
- Intervention Strategies
- Additional human resources

### **SEND SUPPORT**

Where it is determined that a pupil has special educational needs, parents will be formally advised of this and the decision that they will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. A child may be identified as needing support if they are falling significantly outside of the range of expected academic achievement.

Support may also include emotional literacy support from our ELSA or attendance at our nurture group - Busy Bees. Both of these interventions support children's social, emotional and mental health needs.

### **MANAGING THE NEEDS OF PUPILS ON THE SEND REGISTER**

If a child is working at two years below age related expectations, they will be identified as needing SEND support. This will involve action that is additional to and different from the normal classroom variation.

In our school the range of additional support may involve:

- Increased contact between class teacher and SENDCO
- Discussion with families (including a Transition Partnership Agreement (TPAs) or Early Help Hub- when appropriate).
- Forming of an IEP which will include
  - The short term targets set for or by the child
  - The teaching strategies to be used
  - The provision to be put in place
  - When the plan is to be reviewed
  - Success criteria
  - Outcomes to be recorded when IEP is reviewed

- Discussion/advice from outside agencies
- Use of targeted in class support
- Use of small group support by a Learning Support Assistant (targeted)
- Individualised programmes/interventions
- External support services to advise on fresh targets and new strategies
- Using the support services (see Appendix 2) in line with the agreed protocol

If, despite receiving an individualised programme and/or concentrated support, the child is not making adequate progress, the school will increase the range of interventions and monitoring. External agencies will be accessed and when appropriate referrals will be made for outreach support. Parents will be involved in these referrals.

During this process the class teacher remains responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

#### Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, the school or parents can request an Education, Health and Care plan. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals
- Educational Psychologist

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a Statutory Assessment leading to an EHC Plan.

Following Statutory Assessment, an EHC Plan will be provided by Hampshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will contribute information used in developing the plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the EHC Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in

place, for example, reducing or increasing levels of support through additional interventions and support.

### **Criteria for exiting the SEND register**

Children exit the SEND register when they have shown accelerated progress and have narrowed the gap of attainment between themselves and their peers/ national expectation. Each year the attainment levels of children are analysed in light of the Hampshire guidance for children at SEND support and where necessary children are removed/ included on the SEND register.

A child coming off the SEND register will continue to be carefully monitored by the class teacher. Every term the class teacher will discuss the progress of the children in their class at a pupil progress meeting (PPM).

### **MONITORING AND EVALUATION OF SEND**

There are regular meetings in school where children with SEND are discussed. These include meetings between the class teacher and headteacher and assessment manager about academic progress. Regular meetings take place with the LSAs supporting the SEND children and the SENDCo.

Each half term the intervention programs being run are evaluated and where possible numerical progress is recorded. Where the intervention programs do not allow for such measurable progress to be seen, discussions happen about each child and recorded work from the sessions are reflected on.

Impact can also be seen through the achievement of IEP targets and for academic subjects by the completion of literacy and numeracy targets. The governing body has an allocated SEND governor whose role is to evaluate the provision for SEND and look at the impact of what is being put in place to support them. The SEND governor meets regularly with the SENDCo to monitor and evaluate progress within the area of SEN.

### **TRAINING AND RESOURCES**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCo attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff. We recognise the need to train all our staff on SEND issues. The SENDCO, with the Senior leadership team, ensures that training opportunities are matched to School Improvement Priorities.

### **SUPPORTING PUPILS AND FAMILIES**

A link to our Information Report can be found on our website or a copy can be requested through school.

The SENDCO - Miss Lucy Bray, can be contacted through the school office

[admin@oakfield.hants.sch.uk](mailto:admin@oakfield.hants.sch.uk)

02380 862530

Further information about EHC Plans can found via the SEND Local Offer:

[http://www.hantslocaloffer.info/en/Main\\_Page](http://www.hantslocaloffer.info/en/Main_Page)

or by speaking to one of the county SEND team on:

**01962 847480**

or by contacting Support for SEND Service on:

**01962 845870**

### Admission arrangements

Please refer to the information contained in our current school admissions policy that is available on the school website.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

### ACCESSIBILITY

Refer to our school accessibility policy to see how our school is increasing and promoting access for disabled pupils to the school curriculum. This policy covers the physical environment of the school, participation in after-school clubs, leisure and cultural activities or school visits and how the school is working to remove barriers for learning for any children.

### SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

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.

Some children may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

See the Supporting Children at School with Medical Needs policy.

### ROLES AND RESPONSIBILITIES

The Headteacher and designated governor will have overall responsibility for the implementation of the whole school SEND policy with regard to the SEND Code of Practice (2014)

The SEND Coordinator has overall responsibility for the day-to-day operation of the school's SEND policy including:

- Monitoring the Teaching and Learning for the children with SEND.
- Maintaining a register of children with SEND.
- Maintaining a provision map showing intervention strategies used across the school.
- Evaluating the effectiveness of the provision through tracking, target setting and assessing data.
- Delegating the SEND funding
- Reporting to Governors.
- Chairing and managing Annual Reviews.
- Performance managing the LSA's.

The SENDCO will support the Head, designated governor and the staff and particularly the Learning Support Assistants.

The management team to help implement SEND procedures in the school will be:

Ms Marcella Dobson - Headteacher

Mr Stuart Baldwin - Governor

All teaching staff within the school recognise that they are teachers of children with SEND. They develop confidence and self-esteem in these children and allocate support for them within available resources as their needs are identified.

### **DEALING WITH COMPLAINTS**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCO or Headteacher. If they feel this has not been resolved then the complaints procedure will be explained.

Agreed October 2018

Review October 2019