



## Special Educational Needs Policy



### Article 29

**Education must develop every child's personality, talents and abilities to the full**

### Aims

At Oakwood Primary School, we are committed to **Achieving Excellence Together**.

This includes all pupils with Special Educational Needs and Disabilities (SEND).

We provide "Quality First Teaching" and identify and intervene to support all pupils.

We aim to create a strong partnership between pupils, parents, the school and outside agencies.

- We value all children equally regardless of their abilities and behaviours
- We work together to create a bright and stimulating environment that promotes trust, care and cooperation
- All children have access to a broad, balanced and stimulating curriculum that meets each individual's needs
- All children can learn and make progress
- All children can develop their self-esteem, confidence and independence
- All children are challenged to achieve their full potential
- We use all staff effectively to support identified needs
- We work according to the guidance in the SEND Code of Practice 2014

We all have a responsibility for the delivery of this policy (See Appendix C).

## **Definitions**

The SEN Code of Practice 2014 defines as those pupils who have learning needs requiring provision that is different from or additional to what is normally available to pupils of the same age.

Section 20 of the Children and Families Act 2014, section 20 states:

(1) A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

(2) A child of compulsory school age or a young person has a learning difficulty or disability 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 facilities of a kind generally provided for others of the same age in mainstream schools.

Pupils identified as having SEND will have significant needs in relation to the areas of communication and interaction, cognition and learning, social, emotional and mental health and sensory and/or physical needs.

It is recognised at Oakwood Primary School that at any point in their school life a child may have a special educational need and some children may require additional support outlined in an Education, Health and Care Plan.

Special Educational Needs are defined in four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and or Physical Needs

A more detailed explanation of these areas can be found in the [Code of Practice](#).

A child with behavioural needs or English as an additional language might not necessarily have special educational needs.

## **Disability**

Some children with a special educational need may have a disability under the [Equality Act 2010](#).

Where a disabled child requires special educational provision, they will also be covered by the Special Educational Needs definitions above.

The school has key duties under the [Code of Practice](#) and the [Equality Act](#).

### **Identification, Assessment and Review**

The classteacher, SENCo and appropriate support staff work together to identify where a child might have a special educational need.

We then provide a graduated response to pupils' needs - this is action that is additional to or different from the school's usual Quality First Teaching. (See Appendix A).

Teachers are responsible and accountable for assessing the progress and development of all the pupils in their class, including those with SEND. The SENCo supports this process.

The SENCo reviews the progress of all children, with appropriate staff, on a regular basis.

We keep detailed records (the SEND Register) for all pupils who have special educational needs or disability. (See Appendix B). We comply with relevant data protection law.

If a child makes progress such that their needs can be met by Quality First Teaching, we may agree with parents that they no longer have special educational needs.

### **Education, Health and Care Needs Assessments**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the child, the child has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

### **Supporting Families and Pupils**

We provide a [SEND Information Report](#). This is a statutory requirement which outlines our offer of support for all areas of SEND.

Our Behaviour Policy outlines how we support pupils who may be at risk of bullying because of their special educational needs or disability.

### **Supporting Pupils at School with Medical Conditions**

All children with medical needs have an Individual Health Care Plan. Children with medical needs may or may not also have a special educational need or disability. The school has a policy for "Supporting Pupils with Medical Conditions".

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

The school regularly and carefully monitors and evaluates the quality of provision for all pupils.

The school does this by:

- Sampling of parents' views
- Sampling of pupils' views
- Staff views via staff meetings with teachers and teaching assistants
- Leadership meetings
- Meetings with the school SEN governor and governors.

We review this policy on an annual basis.

### **Complaints**

Complaints related to this policy are handled through the school's normal complaints procedure.

### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 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)
- Special Educational Needs and Disability Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The [National Curriculum in England: framework for Key Stage 1 & 2](#) (July 2014)
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

## **COVID-19**

Some SEND procedures will need to be adapted in response to the current school risk assessment and restricting attendance due to national lockdown. For example, classroom observations of teachers and teaching assistants.

EHCP annual reviews will continue to be in place for children and will be conducted via Google meet or Zoom.

Outside agencies will provide interventions within school or online via Zoom/ Microsoft Teams/Telephone calls, where necessary, following all guidance on social distancing and school hygiene measures in place. All outside agencies will read and adhere to Oakwood's COVID-19 Visitor Protocol and Risk assessment.

## **Remote learning for SEN**

Work will be set by class teachers on the e-learning platform Google Classroom (Tapestry for Year R). It will take into account the needs of the pupils in their classes and will follow a well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.

Teachers will check work regularly to gauge how well pupils are progressing through the curriculum. Staff will monitor and follow up those children demonstrating limited engagement via telephone calls and additional communication via Google Classroom.

Class teachers will set work and provide resources for individual SEND children relating to the outcomes/targets on their EHCP or SEND Pupil Passport.

Remote education resources such as Oak National Academy specialist content for pupils with SEND will be shared with parents. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. This will complement the other remote education resources set by the class teacher. Advice from outside agencies, such as the speech and language team will also be shared with parents.

We will provide printed resources, such as workbooks and worksheets for pupils who do not have suitable online access.

We will provide live remote interventions to small groups of SEND pupils or individual pupils where possible to support additionally with their learning.

Parents of SEND pupils may continue to require our support at this time. Parents are able to access the school via e-mail or telephone if preferable. The SENCo, Mrs Tricia Mahoney, can be reached at [tmahoney@oakwoodlive.net](mailto:tmahoney@oakwoodlive.net).

This policy was updated on 28 January 2021.

## **Appendix A**

### **A Graduated Approach to SEND Support**

At Oakwood, we adopt a “quality first teaching” approach. The key characteristics of this are:

- highly focused lesson design with clear objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils
- effective use of teaching assistant support staff

Teachers are 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. Quality First Teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of quality first teaching. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, work scrutiny and pupil progress meetings.

Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and Quality First Teaching. We assess each pupil’s current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the Senior Leadership Team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from 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

The first response to such progress should be Quality First Teaching targeted at their areas of development. This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the **graduated approach**. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children.

## **Assess**

In identifying a child as needing SEN support, the class teacher, working with the SENCo, should carry out a clear analysis of the pupil's needs through the Pupil Profile. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO, in partnership with the parents, should contact them

## **Plan**

Where it is decided to provide a pupil with SEN support, the parents must be notified. The teacher and the SENCo should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with appropriate skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes

sought, the support provided and any teaching strategies or approaches that are required.

## **Do**

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any learning support assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

For higher levels of need, if appropriate, referrals are made to external agencies and professionals to carry out more specialised assessments. For example, NHS speech and language therapy and physiotherapy.

## **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the school's pupil progress monitoring cycle. The impact and quality of the support and interventions should 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 SENCo, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes and inform pupils and parents.

Where a pupil has an Education and Health Care plan (EHCP), the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Leadership Team
- monitoring of Teaching Assistants by the SENCo
- analysis of pupil tracking data
- monitoring of procedures and practice by the SEND governor
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- meetings of parents and staff, both formal and informal

**Oakwood Primary School**  
**Graduated response to support and intervention for pupils with Special Educational Needs**

Stage	Provision required	Support and provision	Assessment, recording and monitoring systems
1	Universal provision	<ul style="list-style-type: none"> <li>● High quality first teaching</li> <li>● A broad and balanced curriculum within an inclusive classroom</li> <li>● Personalised learning targets</li> <li>● Attention paid to different learning styles</li> <li>● Carefully planned differentiation, including practical, visual, concrete resources</li> <li>● Modelling by adults within the classroom</li> <li>● Curriculum assessment of progress to support target setting for pupils</li> <li>● Assessment for learning and constructive feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Differentiated planning and outcomes</li> <li>● Pupil aware of learning targets</li> <li>● Reviewed at Pupil Progress meetings with Senior Leadership Team</li> <li>● Assessment for Learning systems used to identify strengths/gaps</li> </ul>
2	Early intervention support	<p>In addition to Stage 1:</p> <ul style="list-style-type: none"> <li>● Support within class through small groups and individual support</li> <li>● Differentiation of the curriculum to meet individual learning needs</li> <li>● Tools and resources to support access</li> </ul>	<ul style="list-style-type: none"> <li>● Differentiated planning and outcomes</li> <li>● Pupil aware of learning targets</li> <li>● Reviewed at Pupil Progress meetings with Senior Leadership Team</li> <li>● Assessment for Learning systems used to identify strengths/gaps</li> </ul>
3	Targeted, additional support	<p>In addition to Stages 1 - 2:</p> <ul style="list-style-type: none"> <li>● Early intervention and personalised provision</li> <li>● Inclusion of parents and child as part of a Plan – Do – Review cycle of targeted assessment</li> <li>● Targeted support within class through small groups and working individually with an adult</li> <li>● Additional group or individual programmes</li> <li>● Evidence based interventions delivered individually or in small groups</li> <li>● Differentiation of the curriculum to individual learning needs e.g. alternative methods of recording</li> <li>● Tools and resources to support access</li> </ul>	<ul style="list-style-type: none"> <li>● SENCo made aware</li> <li>● GL Assessment Lucid COPs, LASS, Recall assessments may be completed</li> <li>● Differentiated planning and outcomes</li> <li>● Pupil aware of learning targets</li> <li>● Reviewed at Pupil Progress meetings with SENCo</li> <li>● Assessment for Learning systems used to identify strengths/gaps</li> <li>● Records of intervention</li> </ul>

4	Targeted, intensive additional support	<p>In addition to Stages 1 – 3:</p> <ul style="list-style-type: none"> <li>● Multi-professional planning and coordinated support e.g. E.P. Service, Outreach Services (SAOS), Health colleagues, PHIG and CAMHS.</li> <li>● Personalised support, working on an individualised curriculum</li> <li>● High levels of adult support and modelling to enable access to the curriculum</li> <li>● Personalised resources e.g. work station if appropriate</li> <li>● Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention</li> <li>● Identified on class provision map and TA support timetable, reviewed at least termly</li> <li>● Access to an adapted environment if appropriate</li> <li>● Individual modifications to the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>● SEN register</li> <li>● GL Assessment Lucid COPs, LASS, Recall assessments may be completed</li> <li>● Pupil Passport with individual targets with at least termly review</li> <li>● Progress meeting with SENCo</li> <li>● SENCo monitoring provision</li> <li>● Intervention identified on whole school provision map.</li> </ul>
5	Provision over and above that which would be expected at universal and targeted support levels because pupil's needs are exceptional, severe, complex and long term.	<p>In addition to Stages 1 – 4:</p> <ul style="list-style-type: none"> <li>● Education, Health and Care Plan reviewed annually (Annual Review)</li> <li>● Multi-professional planning and coordinated support e.g. E.P. Service, Outreach Services (SAOS), Health colleagues, PHIG and CAMHS.</li> <li>● Personalised support, working on an individualised curriculum</li> <li>● High levels of adult support and modelling to enable access to the curriculum</li> <li>● Personalised resources e.g. work station if appropriate</li> <li>● Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention</li> <li>● Access to an adapted environment if appropriate</li> <li>● Individual modifications to the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>● Annual Review Meeting</li> <li>● Annual Review Report</li> <li>● Pupil Passport with individual targets with at least termly review</li> <li>● Termly progress meeting with SENCo</li> <li>● Intervention identified on class provision map and TA support timetable</li> <li>● Weekly intervention timetable to record coverage of individual targets</li> </ul>

\*To access additional support at a higher stage, Class Teacher needs to evidence that pupil is not making progress despite consistent provision at current stage of support.

## **Appendix B**

### **Managing Pupils on the SEND Register**

All children on the SEND Register will have a Pupil Profile, which details important information about the child, including their areas of strengths and development, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. Class teachers, parents, pupils and other professionals will all contribute to the Pupil Profile where necessary. The Pupil Profile is designed to be a working document which is updated to reflect the current needs of the child.

Review meetings will take place, where parents and pupils will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan. Class teachers are responsible for maintaining and updating Pupil Profiles. These are then shared with everyone involved with the child. The SENCo reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

There are three levels of support for pupils with SEND:

#### **Universal level**

Good quality universal provision will reduce the need for deployment of more expensive resources.

#### **Targeted level**

Additional educational provision for learners with SEN will be provided from schools' notional SEN budget.

#### **Specialist or personalised level**

Provided on a per pupil basis by the Local Authority placing the pupil. It is important to note that the level and combinations may change over time.

## **Specialist Support**

The school may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.

The pupil's parents will always be consulted in any decision to refer to specialists and will be involved in the referral process, together with the SENCo, class teacher(s) and teaching assistants who work with the child. The parents will then continue to be informed on the intervention and progress of their child via the SENCo or specialist.

## **Appendix C**

### **Roles and Responsibilities**

Provision for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

**Governors** will ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- parents are notified if the school decides to make SEND provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

The **Head Teacher** is responsible for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the SENCo
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the school's SEND policy and the effects of inclusion policies on the school as a whole

The **Special Educational Needs Co-ordinator** (SENCo) is responsible for:

- overseeing the day to day operation of the school's SEND policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted

- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up Pupil Profiles (PPs), setting targets appropriate to the needs of the pupils , and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year QCA tests, SATs, etc
- contributing to the in-service training of staff
- liaising with the SENCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other

**Class teachers** are responsible for:

- providing high quality teaching for all children
- assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCo, parents and pupil)
- regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum
- retaining responsibility for the child, including working with the child on a daily basis.
- making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND
- directly liaising with parents of children with SEND

**Teaching Assistants (TAs)** should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- use the school's procedure for giving feedback to teachers about pupils' progress.
- work as part of a team with the SENCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing Pupil Profiles and monitoring progress.