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**Review date:** 05/22

**Responsibility for review:** Full Governing Body

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (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 (2014)
- Schools SEN Information Report Regulations (2014)

### **Definition of Special Educational Needs and Disability (SEND)**

- 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.

- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- Health care or social care provision which educates or trains a child or young person is to be treated as special educational provision.
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Code of Practice 2014

### **Adhering to the Code of Practice 2014:**

Oakhurst Primary School ensures that every teacher within the school is a teacher of SEND and has responsibility for each child within their class. Teachers identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

### **Rationale**

Oakhurst Community Primary School provides a broad and balanced curriculum for all children, where all teachers are teachers of Special Educational Needs. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children may have particular learning and assessment requirements that could create barriers to learning. These requirements are likely to arise as a consequence of a child having a special educational need or disability. Teachers take account of these requirements and together with the SENDCo and parents, make provision where necessary, to support individuals or groups of children and enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs and disabilities either throughout, or at any time during, their school life. This policy ensures that curriculum planning and assessment for



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children with special educational needs and disabilities takes account of the type and extent of the difficulty experienced by the child.

## **Aims**

The policy has been developed in accordance with the following principles:

- All teachers are teachers of SEND.
- All students should share in every aspect of school life.
- All staff have the highest aspirations for each child's progress and all students can achieve their very best.
- To create an environment that meets the special educational needs or disabilities of each child.
- To ensure that any special educational needs or disabilities of children are identified, assessed and provided for.
- To enable parents and children to participate in the decision making and planning process for children with special needs and disabilities;
- To identify the roles and responsibilities of staff in providing for children's special educational needs and disabilities.
- To enable all children to have full access to all elements of the school curriculum, regardless of their needs.
- To prepare children for future independence by addressing all aspects of their learning.

## **Four broad areas of Special Educational Need are recognised:**

### Communication and Interaction

Some children have difficulties with speech, language and interaction:

Speech, Language and Communication Needs (SLCN)

Autistic Spectrum Condition (ASC)

### Cognition and Learning

Some children have difficulties with acquiring and retaining skills and knowledge, and understanding concepts:



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Moderate Learning Difficulties (MLD)

Specific Learning Difficulties such as dyslexia (SpLD)

Severe Learning Difficulties (SLD)

Complex Learning and Profound and Multiple Learning Difficulties (PMLD)

### **Social, Emotional and Mental Health Difficulties**

Some children have difficulties which result in challenging or withdrawn behaviours:

Social Emotional and Mental Health (SEMH)

Attention Deficit and Hyperactivity Disorder (ADHD)

Attention Deficit Disorder (ADD)

### **Sensory and/or Physical Difficulties**

Some children have sensory and/or physical impairments:

Visually Impaired (VI)

Hearing Impaired (HI)

Physical Disability (PD)

The following are **NOT SEND** but may impact on progress and attainment:

- Persistent disruptive behaviour where there are no causal factors such as undiagnosed learning difficulties or difficulties with communication or mental health issues.
- Problems with attendance and punctuality.
- Child Protection Plans and Early Help Records raised through social services and the National Health Service.
  - Issues with general physical health and pastoral welfare.
- English as an Additional Language (EAL).
- Being in receipt of the Pupil Premium Grant.
- Being a Child Looked After (CLA) or previously in care.
- Asylum Seeker status.
- Being a young Carer

Through appropriate curricular provision, we believe that children;

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.



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- Need a range of different teaching approaches and experiences.

Teachers respond to children's diverse needs by;

- Ensuring that targets are ambitious and carefully tailored to match the children's needs and abilities.
- 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 young children to manage their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress, listening to the views of the child and their family.

### **Access for All**

In accordance with equality and inclusion procedures, no single child shall be given preferential treatment, rewards or gifts. In exceptional circumstances, where it may be deemed necessary to offer a reward that is not accessible to all, it will be at the discretion of the Senior Leadership Team. Motivators (rewards) given to children with SEND will be appropriate and proportionate. More importantly they will be accessible to all pupils if possible.

### **Roles and Responsibilities**

#### **SENDCo**

The SENDCo is responsible for co-ordinating the provision of special educational needs throughout the school and manage the day-to-day operation of the policy. The SENDCo will;

- Coordinate provision for and manage the response to children's differing needs, including the graduated approach to support children with special educational needs and disabilities.



- Support and advise colleagues, including continuing professional development.
- Maintain the school's SEND records.
- Contribute to and manage the records of all children with special educational needs and disabilities.
- Manage school based assessments and complete the documentation required by outside agencies and the LA.
- Act as the link between parents, meeting with them at least 3 times a year and provide them with relevant information.
- Hold Annual review meetings for all children with an Education, Health and Care plan.
- Maintain resources and a range of teaching materials to enable appropriate provision to be made.
- Act as a link between external agencies and liaise with other schools.
- Work closely with health and social care professionals to improve outcomes for children with special educational needs and disabilities.
- Monitor and evaluate the special educational needs and disabilities provision and report to the governing body.
- Review annually children who have an Individual Health and Care Plan and make necessary amendments with the support of the School Nurse.
- Work with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

### **SEND Governor**

The SEND Governor, Mrs Liz Fewings, works on behalf of the Governing Body to ensure that all statutory responsibilities stated in The Disability Discrimination Acts (1995 and 2005), the Education Act (1996) and The Code of Practice (2014) are being carried out by all school staff. The SEND Governor will report each year to parents/carers on the success of the school's SEND policy. The Governing Body will;

- Do its best to ensure that school staff are making the necessary provision for any child who has special educational needs or disabilities.



- Ensure that all appropriate school staff are aware of identifying, supporting and providing for children with special educational needs.
- Ensure that the teachers are informing parents/carers if a decision is made about SEND provision for their child.
- Ensure that teachers are including each child with SEND has access to a broad and balanced curriculum.
- Have regard to the Special Educational Needs Code of Practice (2014) when carrying out its duties toward children with SEND.
- Draw up and report annually to parents on their policy for supporting children with SEND.
- Have an appointed representative to liaise with the SENDCo on a regular basis and act as a link between the school, parents, head teacher and the Governing body.
- Make sure they are knowledgeable about the school's SEND provision, including how funding and resources are used.
- Ensure that SEND provision is an integral part of the School Improvement Plan and the school's self-evaluation process.

### **Class Teacher - Every Teacher is a Teacher of SEND**

- 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.
- High-quality 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.

The class teacher provides quality first teaching and adheres to the school's Assessment Policy. Teachers will work closely with the SENDCo when raising initial concerns and will discuss these concerns with parents/carers. Any such meeting will be recorded and form part of the graduated response. Other responsibilities include, to;

- Initiate the graduated approach through the Core Standards by completing the Quick Checker and Progress Tracker



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- Draft, review and share My Progress Plans with parents and support staff.
- Document on-going discussions with parents.
- Implement recommendations from outside agencies and training attended.
- Complete all necessary paperwork, assessments and write supporting reports for outside agencies or TACs/Annual Reviews.
- Contribute to the My Progress Plan Journals
- Attend TAC meetings and contribute to discussions.

## **The Child**

The code of practice emphasises the importance of the child's voice in the SEND journey. At Oakhurst we embrace the child's empowerment and every child with SEND will complete a My Profile annually. These identify the child's aspirations in life and also highlight a child's likes and dislikes. The My Profiles will always be used as a starting point for a child's assessment of SEND. Where appropriate, children will be invited to the TAC and Annual Review meetings and will feel valued through sharing work or making contributions to discussions.

## **Support Staff**

Staff are deployed to either work specifically with pupils with SEND or as an Intervention Teaching Assistant dependent on the needs of the pupils in the school. All Support Staff are expected to;

- Be actively involved in ensuring daily teaching is inclusive as possible.
- Modify interventions to ensure that they meet the needs of the pupils as specified in Individual Plans.
- Contribute to My Progress Plan Journals and keep records up to date.
- Be proactive in seeking guidance and support about resources and information regarding specific SEND needs.
- Attend meetings or contribute to appropriate applications/referrals.

## **Admission Arrangements:**

The school's admissions policy is based on the agreed Swindon Borough policy. If a child is transferring into the school with an Education Health and Care Plan or has been receiving





additional funding from the Local Authority in their previous school, the continuation of this support will be negotiated with the appropriate officer of the Local Authority to ensure that their needs can be met.

**To comply with the legal obligations of the Equality Act 2010:**

- Disabled children and young people are not discriminated against, harassed, or victimised.
- Reasonable adjustments are made, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- Discrimination is eliminated, equality of opportunity is promoted and good relations are fostered between disabled and non-disabled children and young people.

**We aim to achieve these objectives through:**

- Being fully committed to the inclusion of pupils with special educational needs and disabilities into mainstream lessons.
- Promoting a supportive and caring learning environment.
- Using an approach to learning which allows pupils to make progress and achieve success through small, well-defined steps.
- Ensuring decisions are informed by the insights of parents/carers and those of children and young people themselves.
- Tracking progress of pupils towards targets and keeping under review the additional or different provision that is made for them.
- Providing a variety of teaching strategies and materials to enhance learning.
- Liaising with other members of staff to ensure that SEND pupils have a high profile in school.

**A Graduated Approach to SEND: Assess, Plan, Do, Review**

All children are entitled to receive Quality First Teaching where, through engaging teaching and differentiation, all groups have their needs met. However, despite this teaching, some children may have difficulties making expected progress and/or are not achieving the attainment and/or progress expected for their age. The class teacher and the SENDCo will review strategies and approaches that are currently being used and ways these might be developed. Individual pupil



progress, barriers to learning and results of formative assessments are also considered, alongside national data and expectations. Where this review leads to the conclusion that the child or young person has significant gaps in terms of their actual progress or access to learning and when this deficit can be ascribed to an identifiable learning need (as stated in the SEND definition above), the child or young person will be placed on the SEND register so that they are able to make greater progress with SEND support. These pupils will require help over and above that which is normally available within the class or will present a long term additional need. A four part cycle, known as **Assess, Plan, Do and Review** commences.

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

The School operates a graduated response to SEND provision:

*Wave 1* – Quality First Teaching by all teaching staff.

*Wave 2* – Interventions in addition to classroom based differentiation.

*Wave 3* – Interventions that include support and advice from, and interaction with, outside agencies that may lead to and include a Swindon Borough Council Early Help Record or an Education Health and Care Plan.

#### *Assess*

A detailed assessment of need is carried out to ensure that the full range of an individual's needs is identified, including a full understanding of strengths, difficulties and any barriers to learning. Support and interventions are targeted in accordance with this assessment. As a result, the advice of outside professionals maybe needed. The SENDCo will contact the relevant agency, with parental/carer agreement. Assessments are regularly reviewed to ensure that support and intervention are having an impact on the pupil's progress.

#### *Plan*

The teacher and the SENDCo agree, in consultation with parents/carers on the adjustments, interventions and support that will be put in place. This also includes the expected impact on progress, development and/or behaviour. All staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. All information is recorded on the child's My Progress Plan which



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is written by the class teacher, with support from the SENDCo if required. The My Progress Plan contains the specific needs of the child, alongside outcomes, strategies, interventions and resources, which are selected to meet the desired outcomes. The written plan is shared with the pupil and parents/carers by the class teacher and is kept in a journal where progress is evidenced. The form also documents where the child is working at in Reading, Writing and Maths and allows the Teacher to seek the appropriate next step for the child, enabling targeted support at the right level. We actively seek parental/carer involvement to reinforce and contribute towards progress at home.

### *Do*

The class teacher is 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 teacher, they retain responsibility for the pupil. They work closely with any teaching 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 SENDCo supports the class teacher in the further assessment of the child's particular strengths and areas of difficulties, in problem solving and advising on the effective implementation of support. If required, the SENDCo will request support and advice from outside agencies. Parents/carers will always be informed if an outside agency is being requested to support their child.

### *Review*

The effectiveness of the support and interventions and their impact on the pupil's progress is formally reviewed on a termly basis by the class teacher and teaching assistant/s. This includes formal and informal assessments to ascertain the impact of support on the pupil's progress. Interim informal discussions take place between the class teacher and the SENDCo and parents/carers are welcome to request a meeting and/or an update at any time. Outcomes of the formal termly review are shared with the pupil and parents/carers by the class teacher. My Progress Plans are reviewed 4 times a year and if progress is limited, then the SENDCo will work closely with the class teacher and parents to jointly problem solve and adapt the targeted support and provision currently in place. The SENDCo may also carry out further assessments to distinguish whether the child may be presenting a Specific Literacy or Maths difficulty. If this is the case then an individual intervention plan will be created for the child. These assessments



may further lead to referrals to The Swindon Dyslexia Service or an Educational Psychologist for some expert advice and support. The SENDCo is informed of reviews and assessments and offers support and advice to class teachers, teaching assistants and parents/carers accordingly. The level of provision for individual pupils is initially decided upon by the class teacher and the SENDCo and where necessary, the Head Teacher.

Some children require additional support that cannot be met without extra funding from the Local Authority. If, as a school, (in conjunction with the parents/carers and outside agencies) it is felt we need to apply for additional funding, this application will be written by all involved with the child and submitted to the Local Authority for a 'Team around the School' meeting. We will only apply for additional funding if we have evidence through a graduated response that we cannot fully meet the needs of an individual pupil through our own provision arrangements. This will be documented through the Graduated Response process which will have been reviewed at least twice before an application.

Some children, whose needs are particularly significant in certain areas, may need an Education, Health and Care Plan (formerly a Statement of Special Educational Need) which is produced by the Local Authority. If, as a school (in conjunction with the parents/carers and outside agencies) it is felt we need to apply for an Education, Health and Care Plan (EHCP) this will be written by all involved with the child and submitted to the Local Authority. The application will detail the concerns about the child, the support and interventions which are already in place, progress of the child and the complexity of the child's needs. We will only apply for an EHCP if, as a school, we have identified that we cannot fully meet the needs of an individual pupil through our own provision arrangements. This will be documented through the Graduated Response process which will have been reviewed at least twice before an application for an EHCP. Children who have an EHCP/Statement will have an Annual Review to discuss the outcomes of the previous year, using identified outcomes. This meeting will also plan future targets and resources needed for the child and identify any actions which need to be taken. The review meeting will include all relevant school staff and professionals, as well as parents/carers. The child will always be included in some way in this meeting.

### **Monitoring and evaluation of SEND**



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The School Improvement Plan and School Self Evaluation Cycle reflects our schools practice of the regular and robust monitoring and evaluation of the quality of provision we offer to all pupils. These documents detail when, and by whom, the monitoring and evaluation occurs. The SEND Governor works on behalf of the governing body to ensure that all staff are carrying out the duties outlined in this policy and that all statutory responsibilities are being upheld.

### **Allocation of resources**

The SENDCo, with the Head Teacher, are responsible for the operational management of the specified and agreed resourcing for special educational needs and disabilities provision within the school. The Head Teacher informs the governing body of how the funding allocated to support special educational needs and disabilities has been used. The Local Authority may allocate additional funding to support named individuals whose needs cannot be met from the school budget.

### **Partnership with parents**

At all stages of the special educational needs and disabilities process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education. Throughout the year we will have meetings (Journal sharing sessions, appointments etc.) to share the progress of children with special educational needs or disabilities with their parents. We discuss any outside intervention with parents and we share the process of decision-making by providing clear information relating to the education of children with special educational needs and disabilities.

### **Links to Other School Policies**

- Medical Conditions
- Child Protection
- Accessibility Plan



- Teaching and Learning
- Behaviour
- Assessment
- English
- Maths
- Bullying

Miss Laura Manchester

SENDCo

May 2021



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