



Policy Name	SEND Policy
Policy Number	OJS1051
Version Number	1
Policy Owner	SENCO

Governing Body or Working Group Approval	FGB
Last Reviewed	Autumn 2017
Next Review Date	Autumn 2018

Context

Oakfield Junior School is dedicated to ensuring that inclusive provision is an integral part of school life. It embraces the unique contribution which every child can make, and seeks to place this contribution within a clear structure which embraces high expectations for all. We put pupils and their families at the heart of policy and share ownership with all stakeholders. Children who attend Oakfield LAN Centre, which provides Specialist Provision for pupils with Learning and Additional Needs, are fully integrated into mainstream provision when appropriate with support. All children who are considered for a placement at Oakfield LAN Centre must have a statement of Special Educational Needs or Education Health and Care Plan (EHCP). Admissions are controlled by the Local Authority. This effective partnership is central to the inclusive ethos of the school.

***At Oakfield Junior School every teacher is a teacher of every pupil, including those with SEND.***

Definition of SEND

At our school we use the definition for SEN and for disability from the SEND Code of Practice 0-25 (2015) This states: SEN: 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'. Disability: Many children and young people who have SEN may have a disability under the equality act 2010- that is '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

Key Roles and Responsibilities

Special Educational Needs and/or Disability Needs Co-ordinator (SENDCO) The SENDCO has the day-to-day responsibility for the procedures of SEND policy, and coordination of specific provision and intervention made to support individual pupils with SEND. Part of the role of the SENDCO is to co-ordinate arrangements with class teachers and Learning Support Assistants regarding those pupils identified with SEND.

Special Educational Needs Coordinator (SENCo): Jenny Maré  
 Learning and Additional Needs Centre Manager (LAN): Jenny Maré,  
 Contact via the school office: 01372 374 781

SEND and Safeguarding Governor: Kerry Powell  
Safeguarding Lead: Debbie Willemse (Headteacher)  
Deputy Safeguarding Lead: Gary Myers (Assistant Headteacher) & Emily Buckler  
Designated LAC Teacher: Debbie Willemse & Jenny Mare  
Pupil Premium: James Treen (Assistant Headteacher)  
Please see our website for the names of Higher Learning Teaching Assistants and Learning Support Assistants that support the SEND children in both mainstream and Oakfield LAN Centre.

***All staff have a responsibility for SEND.***

The school, as a whole, has the following statutory duties:

- Secure provision for any pupil identified as having SEND.
- Ensure that the pupils with SEND are known to all those likely to teach and support them.
- Ensure that teachers in school are aware of the importance of identifying and providing for SEND pupils.
- Ensure that the pupils with SEND engage in activities in the school, together with children who don't have SEND.
- Inform families of decisions made by the school regarding their child's special educational needs.
- Take reasonable steps to ensure disabled pupils are not placed at a disadvantage either in relation to admission arrangements or services provided.

**Introduction**

This policy was created by the SENDCO in partnership with the Head Teacher, Senior Leadership Team, teachers and governors from Oakfield Junior School and The Oakfield LAN Centre. The policy reflects statutory guidance and is reviewed annually.

**How can parents access this policy?**

You can get a copy of our policy in a number of ways:

- The school website under 'SEND information'
- A hard copy on request at the school office

Please let us know if you need this to be made available to you in a different format e.g. enlarged font.

**Context**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2015) and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools (DfE Feb 2013)
- Schools SEN Information Report Regulations (2014) (see 14 questions on our local offer)
- Parents' Guide to the New SEND Code of Practice (March 2015)
- The National Curriculum in England Key Stage 1 and 2 framework (July 2014)
- Working Together to Safeguard Children
- Safeguarding and Child Protection Policy
- Supporting Children with Medical Conditions Policy
- Disability, Equality and Accessibility Policy
- Teachers Standards (2012)
- Performance Scale Attainment Targets P Levels (July 2014)
- B-Square assessment in Centre
- Pre-key Stage Assessment Framework (2016)
- Assessment manager in Mainstream
- End of Key Stage Assessment Framework (2016)

- Special educational needs and disability code of practice: 0 to 25 years- Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities (January 2015)

## **Aims and Objectives**

### **Aims**

At Oakfield Junior School all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community. To ensure the following aims:

1. All children have access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs.
2. All children are given equality of opportunity to participate fully in school activities.
3. All children with SEND will meet or exceed the high expectations set for them based on their age and starting points.
4. Barriers to learning and achievement are removed.
5. Children's views are valued and listened to.
6. Maximum opportunities for effective inclusion throughout the school to develop children's independence, as appropriate to their level of need.
7. All children become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood.
8. Close and effective partnerships are made between children, families, school and outside agencies.

### **Objectives**

The current key priorities for SEND from our School Development Plan are given below and will be developed and reviewed throughout this academic year.

To ensure teaching is inclusive and adapted to respond to the strengths and needs of all pupils

To ensure pupils' behaviour effectively enhances their learning

To promote good progress and outcomes by pupils

To further develop outdoor learning opportunities and the use of the school grounds

### **Identification of Needs**

When reviewing and managing special educational provision there are four broad areas of need and these are highlighted below. These areas give an overview of the range of needs that are planned for, although Oakfield Junior School recognises that each child is individual and may not necessarily fit into a category. Some young people may have needs across all areas, for example a child with speech, language and communication needs or with a diagnosis of Autistic Spectrum Disorder (ASD).

#### **Communication and interaction**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. They may have difficulty with one, some or all of the different aspects of speech, language or social communication.

#### **Cognition and learning**

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), and multiple learning difficulties (PMLD). Specific learning difficulties affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

#### **Social, emotional and mental health difficulties**

Children may experience a range of social and emotional difficulties which manifest themselves in many ways. They may benefit from speaking to our Emotional Literacy Support Assistant (ELSA) or being part of a social skills group. Some behaviours may reflect underlying mental health difficulties. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

### **Sensory and/or physical**

Children may require special educational provision for a visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI). They will require specialist support and equipment to access learning. Children with MSI may have a combination of vision and hearing difficulties. Some children with a physical difficulty (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

At Oakfield Junior School we will identify the needs of each pupil by considering the needs of the whole child which are broader than just the special educational needs of the child. This in turn leads to the setting out of the arrangements we will put in place to address those needs.

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.

### **How our school decides whether to make special educational provision**

Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress and attainment given their age and individual circumstances. This can be characterised by progress and attainment 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**  
**-if by the end of the year the child is two or more points off their end of progress target**

**- fails to close the attainment gap between the child and their peers or widens the attainment gap**

**-if by the end of the first half of the Autumn Term a child is still working below their current year groups programme of study they will be placed on the register**

The first response to such progress is 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. The Code of Practice suggests that pupils are only identified as having a special educational need if they do not make adequate progress once they have had all necessary adjustments made to good quality differentiated teaching. Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Learning Support Assistants or specialist staff.

When a pupil is first identified with SEND the school will contact families and they will be invited for a meeting with their child, the class teacher and the SENDCO where appropriate. Concerns will be discussed and special interventions and provisions will be put in place. Our school has a clear approach to identifying and responding to SEND. The benefits of early identification are recognised, and we aim to identify need at the earliest point and make effective provision that improves long term outcomes.

### **THE SEND REGISTER**

As much as possible, and in line with processes, the school aims to carefully monitor children before adding them to the school's SEND register. This is so that children are not over-identified as having a SEND, and added unnecessarily. Where a concern has arisen about a child's progress, and during the process of monitoring the child, the school may decide to provide short-term additional to or different from provision (e.g. small group intervention), with an aim to help the child narrow the gap quickly, so that further SEND provision is not needed.

Behaviour difficulties, slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a child being registered as having SEND.

Identifying and assessing SEND for children whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEND.

In line with the Code of Practice, the majority of children are identified on the SEND register in the single category of '**SEND Support**'. The school is required to use its own best judgement when deciding if a child should be placed on the SEND register. The SEND register is reviewed and updated termly by the SENDCO.

Where pupils have higher levels of need, Oakfield Junior School works in partnership with other specialist professionals and agencies such as; Behaviour Support, Learning and Language, Speech and Language Therapy, Occupational Therapy, Physical and Sensory Support, Outreach and Educational Psychologists to assess individual progress. At this stage, the child may require a 'SEND Support Arrangement Review' and possibly a subsequent Education, Health and Care Plan (EHCP).

We monitor the progress and outcomes for all pupils through pupil tracking systems, and pupil progress meetings. The Head Teacher and the Senior Leadership Team regularly review half termly the quality of teaching for all pupils, including those at risk of underachievement as well as the send register. This is achieved through pupil voice, lesson observation, monitoring of planning, book sampling, accurate formative assessments, shared staff moderation of progress and learning walks.

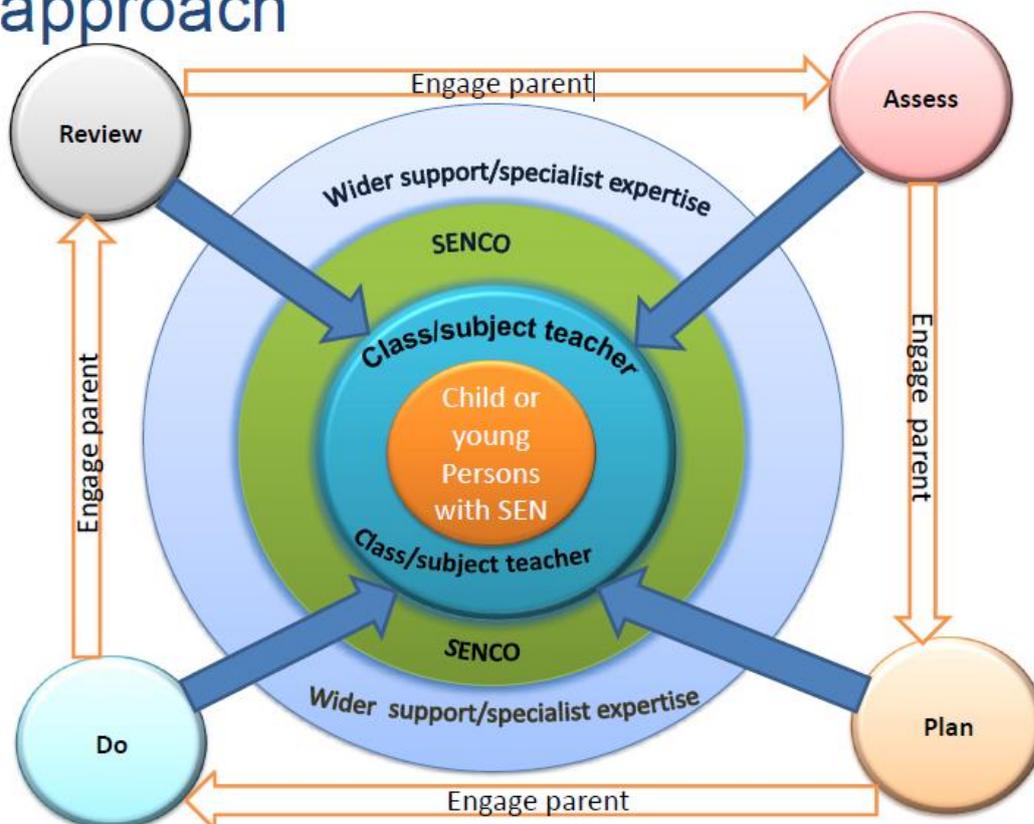
All staff keep up to date with developments in teaching and provision to meet the needs of pupils with SEND. INSET and training develops teachers' understanding and repertoire of strategies to identify and support vulnerable pupils.

Staff training is also led by the SENDCO in school, in relation to SEND policy and practice. The SENDCO's own Professional Development includes attendance of SENDCO network meetings, courses and conferences. Staff are given opportunities to attend SEND surgeries with Specialist Teachers.

Learning Support Assistants are offered a variety of training each term. This supports interventions and provisions that they lead and provides Continuous Professional Development (CPD) opportunities.

When deciding if a child has a special educational need, and what provision is needed, Oakfield Junior School follows an Assess-Plan-Do-Review cycle.

### 3. The reform vision: A whole school approach



- **Assess:**

We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked and compared also to national expectations. We will listen to the views and experience of the child and their family. In some cases we will draw on the assessments and guidance from other education professionals and from health and social services.

- **Plan:**

Where SEND Support is required the teacher and SENDCO together with the family will put together a plan outlining the adjustments, interventions and provisions which will be put in place for the child as well as the expected impact on progress and outcomes. Targets for the pupil will be shared by the class teacher and Learning Support Assistants using child friendly language. All staff who work with the child will be made aware of targets and expected outcomes.

- **Do:**

The class teacher is responsible for working with the child on a daily basis. He/She will also liaise closely with Learning Support Assistants and/or specialist staff who provide support set out in Individual Provision Map's (IPM's), SEND Support Arrangement, Statement of Special Educational Needs or Education, Health and Care Plan (EHCP) and monitor the progress being made. At our school Learning Support Assistants lead many interventions and are responsible for liaising with class teachers via 'Record of Interventions' to evidence actual impact of support. These inform the class teacher of next steps and are linked to future

target setting, planning and teaching. The SENDCO provides support, guidance and advice for the teachers on the effective implementation of support and resources.

▪ **Review:**

IPM's including the impact of the support and interventions are reviewed each term by the teacher, the child (depending on age and stage of development) and their family. These are monitored by the SENDCO who also attends where possible or through parental request. This informs the planning of next steps for a further duration or where successful the removal of the pupil from SEND Support. The partnership between home and school is central to our approach and we endeavour to include children in the processes where appropriate.

If cycle processes of Assess-Plan-Do-Review evidence more complex, high level needs for the child then a 'SEND Support Arrangement' as a pathway plan may be required.

For children with a Statement of Educational Needs or supported through an Education, Health and Care Plan (EHCP) the plan and objectives are reviewed at least annually by the SENDCO and or by members of the Local Authority. Children may be asked to attend parts or the beginning of these meetings and share 'One Page Profiles' and other information about themselves.

### **What additional SEND support means in our school**

SEND support can take many forms and there are a range of ways in which arrangements may be made for a pupil. Each pupil is an individual and may need a combination of support arrangements and provisions. These will change over time and could include:

- An intervention or programme of support
- Additional support in school from the teacher, Learning Support Assistant, Learning Mentor or Emotional Literacy Support Assistant
- Making and adapting materials, resources and equipment
- Learning in a small group or set
- Observing your child in class or at break and keeping records
- Adaptation to language used
- Supporting your child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

### **Supporting families**

Other useful information for families may be obtained from the Office or found on the website including:

- SEND Local Offer
- Admission Arrangements
- Behaviour and Anti-Bullying Policy
- Supporting Children with Medical Conditions Policy
- Equality Policy and Accessibility Scheme

### **Supporting pupils at school with medical conditions**

Oakfield Junior School is committed to meeting the needs of pupils with medical conditions and recognises that all pupils should be properly supported so that they have full access to education, including school trips and physical education. The school complies with its duties under the Equality Act 2010. Some children with medical conditions may also have special educational needs and/or disabilities (SEND) and may have a Statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision.

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

The Head Teacher, Senior Leadership Team and teachers regularly monitor and evaluate the quality of provision we offer to all pupils and this informs future developments and improvements. The Head Teacher, finance manager, SENDCO and Governors monitor and

review SEND funding regularly. Policies and procedures are frequently reviewed through Governor Committees and Full Governing Body Meetings. The SENDCO reports to Governors about School Development Priorities and SEND updates in line with SEND legislation. External audits are carried out by Babcock 4S and OFSTED inspections.

### **Reviewing the SEND Policy**

In line with all school policies the SEND policy will be kept under regular review by the SENDCO. It will be updated as part of our School Development Plan and will be reviewed in collaboration with stakeholders reflecting the views of the SEND governor, representative staff, families and pupils with SEND.