



Policy Name	SEND (Special Educational Needs and Disabilities) Policy
Policy Number	
Version Number	
Policy Owner	SENDCo

Governing Body or Working Group Approval	Full Governing Body
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## **Introduction**

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.

In many cases, the SEND needs of a child can be met through our mainstream teaching provision. In those cases where Specialist Special Educational Provision is required, the school has a Learning and Additional Needs (LAN) Centre.

Children who attend Oakfield LAN Centre are integrated into mainstream provision when appropriate with support. All children who are considered for a placement at Oakfield LAN Centre must have an 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.

## **Intent**

The staff and governors at Oakfield Junior School aim to address special needs provision through a whole school approach. Our ethos is one of collaboration and inclusion between senior management, teachers, support staff, parents/carers, agencies and, most importantly, the child.

Through a flexible approach to learning, valuing all the child's achievements, whilst allowing for individual differences, we hope to develop children's strengths, address their needs and make school an enjoyable and productive time for each child.

Our overall aim is to help all children reach their full potential in a caring and co-operative atmosphere where each child feels respected and valued.

At Oakfield Junior School we strive to ensure that all children have a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning
- experience levels of understanding and rates of progress which bring success and raise self esteem
- experience a safe environment, where they can flourish and grow knowing their views are valued and listened to
- have equal access to resources, provision and intervention
- achieve well by ensuring barriers to learning are diminished
- develop essential knowledge that they need to be educated citizens

## **Our SEND policy and information report aims to:**

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

## **Legislation and guidance**

This policy and information report is based on Surrey County Council's Model Policy and also on the statutory [Special Educational Needs and Disability \(SEND\) Code of practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#) which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care plans (EHCP), SEND co-ordinators (SENDCos) and the SEND information report.

### **Definitions**

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special Educational Provision ~~that~~ is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

An Education, Health and Care Plan (EHCP) outlines any special educational needs that a child has, and the provision that the local authority must put in place to support them.

### **Key Roles and Responsibilities**

The Special Educational Needs and/or Disability Needs Leader (SENDCo) has the day-to-day responsibility for the procedures of the SEND policy, and co-ordination 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 Leader (SENDCo): Jenny Maré

Learning and Additional Needs Centre Manager (LAN): Jenny Maré,

Contact via the school office: 01372 374 781

Safeguarding Governor: Ryan Fairbairn

SEND, Pupil Premium and LAC Governor: Alison Hunt

Safeguarding Lead: Debbie Willemse (Headteacher)

Deputy Safeguarding Leads: Gary Myers (Assistant Headteacher) & Emily Buckler

Designated LAC Teacher: Debbie Willemse

Pupil Premium Lead: 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 the LAN Centre.

### **The SENDCo will:**

- Work with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have an EHCP
- Provide professional guidance to colleagues and work with staff, parents/carers and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching

- Advise on the graduated approach to providing SEND support, with reference to Surrey County Council's SEND Profile of Need document
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with Infant and Secondary school providers of education to ensure pupils and their parents/carers are informed about options and a smooth transition is planned
- Work with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up-to-date.

**The SEND Governor will:**

- Help to raise awareness of SEND issues at Governing Body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Governing Body on this
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

**The Headteacher will:**

- Work with the SENDCo and the SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of pupils with SEN and/or a disability.

**Each class teacher is responsible for:**

- The progress and development of every pupil in their class
- Working closely with any teaching assistant or specialist staff to plan and assess the impact of support and intervention and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEND policy.

**SEND INFORMATION REPORT:**

Our school currently provides additional and/or different provision for a range of needs, including:

- Moderate/severe/profound and multiple learning difficulties
- Cognition and learning, for example, specific learning difficulties
- Communication and interaction, for example, autistic spectrum condition, Asperger's Syndrome, speech and language difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyper activity disorder (ADHD)
- Sensory and / or physical needs, for example, visual impairments, hearing impairment, processing difficulties, epilepsy

**Identifying pupils with SEND and assessing their needs**

We will assess each pupil's current skills and level of attainment on entry, which will build on previous setting and key stages, when appropriate. Class teachers will make regular assessments of all pupils and identify those pupils whose:

- Progress is significantly slower than that of their peers starting from the same baseline
- Progress fails to match or better their previous rate of progress
- Attainment gap between them and their peers fails to close
- Progress is at least two points off their target

If a pupil did not achieve the previous year's expected standard they will be closely monitored and placed on the SEND register by the end of the Autumn Term if they are still working below their current year group's programme of study.

This may include progress in areas other than academic, for example, social and emotional needs. Pupils with SEMH (Social, Emotional and Mental Health) needs will not automatically be placed on the SEND register but will be closely monitored and will appear on our Social, Emotional and Mental Health register.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the pupils, parents/carers and staff. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

#### Consulting and involving pupils, parents and carers

Parents and carers will be invited into school to have an early discussion when identifying whether their child requires special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the concerns of the parents or carers
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are.

#### Assessing and reviewing a pupil's progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review (see Appendix 1). The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- The pupil's previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The view and experience of their parents or carers
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcome sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

#### Supporting pupils moving between phases and preparing for adulthood

- We will share information with the school or other settings the pupil is moving to. Where appropriate, we will agree with parents/carers and pupils which information will be shared as part of this
- We will facilitate transition arrangements, for example, taster days

- When appropriate, staff may accompany parents, carers and / or pupils on visits to future settings
- When offered, we will meet with staff from infant and secondary schools to create a smooth transition
- When appropriate, we will make transition booklets for pupils with visual aids to support their understanding of the next phase.

#### Our approach to teaching pupils with SEND

At Oakfield Junior School every teacher is a teacher of every child, including those with SEND. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We also provide the following interventions:

- Targeted reading and writing programmes
- Speech and language programmes
- Occupational therapy programmes
- Maths catch up programmes
- Phonic interventions
- Emotional and social interventions

#### Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiate our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson etc.
- Create an individualised curriculum for those pupils who require it and varying recording methods as appropriate
- Adapt our resources and staffing
- Use recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiate our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- The school's Accessibility Plan ensures that all pupils are able to access all areas of the learning environment
- In some cases the school may seek support from various specialist teachers and outside agencies so that a child's needs can be fully met. Their advice on curriculum and learning environment adaptations are implemented to support a child's specific needs.

#### Additional support for learning

Teaching assistants will support pupils on a 1:1 basis and in small groups as appropriate for the intervention and the child.

We work with the following agencies to provide support for pupils with SEND:

- Learning Language Support
- Behaviour Support
- Educational Psychologist
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Physical and Sensory Support
- Outreach services from specialist settings
- CAMHS
- Surrey Young Carers
- Specialist Teachers in social, emotional and mental health.

### Expertise and training of staff

All staff, including support staff, are given a variety of training and developmental opportunities which are linked to relevant needs within the school. Time and money is invested in training our staff to improve provision for all pupils and to develop enhanced skills and knowledge to deliver short-term interventions and individualised provisions. We aim to ensure that all staff working with pupils who have SEND possess a working knowledge of the difficulties to help them in supporting access to the curriculum.

The SENDCo is a qualified teacher and is presently completing the National SENDCo Award 'Leadership and Management: Special and Inclusive Education'.

Teachers hold qualified teacher status and all staff members, including Learning Support Assistants, receive regular training to best support our pupils with SEND.

We have a qualified Designated Safeguarding Lead and deputies on site. We have a Home School Link Worker to support families and liaise with school. We also have two Emotional Literacy Support Assistants (ELSAs) and two qualified THRIVE practitioners.

### Securing equipment and facilities

Each financial year a SEND budget is dedicated to the purchase of equipment and facilities to support those children with special educational needs. When necessary, outside agencies will supply specific equipment and facilities for a particular child.

### Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their expected outcomes each term. Parents and carers receive a copy of their child's agreed targets and expected outcomes following a consultation
- Reviewing the impact of interventions after six to twelve weeks depending on the intervention
- Monitoring by the SENDCo and Senior Leadership Team
- Using the school's costed provision map to measure progress
- Holding Annual Reviews for pupils with EHCPs.

### Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

- All our extra-curricular activities and school visits are available to all our pupils
- All pupils are encouraged to go on our residential trips
- All pupils are encouraged to take part in sports day, community events, school plays and special workshops.

### Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to play an active role in all areas of school life; including school counsellors, eco warriors, house captains
- We have two trained Emotional Literacy Support Assistants (ELSA) who work with individual pupils on their emotional and social development. Our ELSAs receive ongoing training from the educational psychology service
- Our Behaviour Policy is used flexibly to meet the needs of pupils with emotional and social needs with the aim to increase resilience and self-esteem
- We have a zero tolerance approach to bullying.

### Working with other agencies

- The school is able to refer families to our Home School Link worker who is able to support parents and carers.
- The school is able to direct parents to a centralised online directory of Surrey services for families.

#### Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the SENDCo or Headteacher and / or to the school's complaints policy.

The parents or carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision or education and associated services
- Making reasonable adjustments, including provision of auxiliary aids and services

#### Contact details of support services for parents or carers of pupils with SEND

- The local authority will provide a named case worker for the parents or carers of children with SEND in our school who are applying for, or already have, an EHCP
- Other support services include:  
SEND Advice Surrey ([www.sendadvice.surrey.org.uk](http://www.sendadvice.surrey.org.uk))  
National Autistic Society Surrey branch ([www.nassurreybranch.org](http://www.nassurreybranch.org))
- Our local authority's local offer is published here: [www.surreylocaloffer.org.uk](http://www.surreylocaloffer.org.uk)

#### Links with other Policies and Documents:

This policy links to the following Oakfield Junior School policies:

- Behaviour and Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Disability, Equality and Accessibility Plan
- Intimate Care Policy
- SEND Local Offer
- Admission Arrangements

#### Appendix 1

When deciding if a child has a special education need, and what provision is required, Oakfield Junior School follows and Assess-Plan-Do-Review cycle:

##### ▪ **Assess:**

We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked and compared to national expectations. We will listen to the views and experiences 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 class 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. They will also liaise closely with Learning Support Assistants and/or specialist staff who provide support set out in Individual Provision Maps (IPMs), 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:**

IPMs including the impact of the support and interventions are reviewed each term by the class 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 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 part of these meetings and to share 'One Page Profiles' and other information about themselves.