



## Special Educational Needs and Disability Policy

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### PRINCIPLES/PHILOSOPHY

Every Teacher is a teacher of all children including those with Special Educational Needs and Disability (SEND). At the Oaks CE Learning Federation all children are valued equally regardless of their abilities, aptitudes, interests and behaviour. Each child is entitled to a broad, balanced, relevant and differentiated curriculum, with progression and achievement. However, some children experience considerable differences in learning at certain stages in their school life. The majority of children will learn and progress within the normal class situation, those who have differences may have SEND.

The Inclusion Leader at each school is the Head of Learning. They can be contacted through the admin office at each school. Our Inclusion Leaders are members of our senior leadership team.

### COMPLIANCE

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

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEND Information Report Regulations (2014) (see [www.sendgateway.org.uk](http://www.sendgateway.org.uk) Hampshire's Illustrative Regulations as a guide for schools completing SEND Information Report)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014

- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- The Oaks CE Learning Federation's Safeguarding Policy
- The Oaks CE Learning Federation's Single Equality Plan
- Teachers Standards 2012

This policy was created by the school's Inclusion Leader and the Executive Headteacher in consultation with the Governing body, staff and parents of pupils with SEND.

## AIMS

To achieve the principles outlined in the SEND Code of Practice (2014), The Oaks CE Learning Federation aims to:

1. Foster an inclusive climate which accepts and nurtures the individual child, irrespective of any special educational needs, by focusing on aspirational outcomes.
2. Remove barriers to learning and raise expectations and achievement of pupils with SEND.
3. Ensure that educational provision is planned, differentiated and effective in meeting the individual needs of children with SEND.
4. Monitor individuals to ensure that they receive provision that is appropriate to their needs.
5. Build confidence in all pupils with SEND by making the curriculum enjoyable and building on their strengths.
6. Work in partnership and collaboratively with parents, child and appropriate agencies.
7. Make effective provision for resource entitlement for children with SEND.
8. Fully include children with Special Educational Needs and Disability (SEND), giving them full access to the Early Learning Goals and the National Curriculum.

## OBJECTIVES

1. To identify and provide for pupils who have SEND so they become confident individuals living fulfilling lives
2. To work within the guidance provide in the SEND Code of Practice, 2014
3. To operate a "whole pupil, whole school" approach to the management and provision of support for children with SEND.
4. To provide an Inclusions Leaders who will work with the SEND Policy
5. To provide support and advice for all staff working with pupils with Special Educational Needs and Disabilities.

## IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice 2014 details four broad areas of need that should be planned. The purpose of identification is to work out what action a school needs to

take and not to fit a pupil into a category. When planning the school considers the needs of the whole child not just the special educational needs of the child.

There are four broad areas of need, as outlined in The SEND Code of Practice, 2014 :-

### **Communication and interaction**

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Cognition and learning**

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), 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**

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

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

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

The school also recognises that pupils may have needs which impact on progress and attainment that are **not SEND**. These include:

- Disability ( the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Behaviour as a need does not necessarily describe SEND but can be an underlying response to a need.

The Oaks CE Learning Federation has a clear approach to identifying and responding to SEND. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

‘A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.’

*CoP 2014*

The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the Class or subject Teacher, working with the Inclusion Leader, will assess whether the child has SEND. While informally gathering evidence (including the views of the pupil and their parents), the school will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil’s response to such support can help identify their particular needs.

*CoP 2014*

## A GRADUATED APPROACH TO SEND SUPPORT

At the Oaks CE Learning Federation we believe in early identification to inform us of any learning difficulty. To assist the Teachers in early identification of children with special educational needs we continuously assess and monitor children's progress against the National Curriculum (including the Year One Phonics Screening Test) and Early Foundation Stage Profile. We also carry out a screening procedure (DEST) for the majority of pupils in their Reception year, to identify any specific literacy difficulties. The Hampshire SIDNEY programme (Specific Intervention for Dyslexia Notably in the Early Years) is used early in Year One to address the individual needs of the pupils whose DEST results indicate a need for further intervention.

At the Oaks CE Learning Federation Class Teachers will differentiate work for all their pupils according to their individual level of need. Teachers will modify and adapt resources, activities and environmental factors to enable all pupils to access the curriculum, regardless of the nature of their educational needs. Pupils who require further classroom support are given additional small group and sometimes individual interventions or **Early Intervention** programmes. If **Early Intervention** support does not assist pupils in making expected progress, some pupils may need 'additional to or different from' (CoP 2014) learning experiences and these pupils under the Code of Practice, are known as needing '**SEND Support**'. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where they access support from teaching assistants or specialist staff.

The Executive Headteacher and leadership team regularly and carefully reviews the quality of teaching for all pupils by undertaking work scrutiny, lesson observations and analysis of pupil progress. This includes reviewing and, where necessary, improving, Teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. Where necessary, the School Nurse, Children's Services, Specialist Teacher Advisers, Educational Psychologists and other appropriate outside agencies will be contacted and liaised with in order to maintain the appropriate provision for a child with additional educational needs.

The school has an Inclusion Provision Register which identifies children with SEND, the provision they receive and their outcomes. Please also see the Oaks CE Learning Federation SEND Provision (Appendix A).

## MANAGING PUPILS' NEEDS ON THE INCLUSION PROVISION REGISTER

There is an overarching provision register, which details all children who are receiving SEND support and the interventions being used. This details each child's needs, outcomes and progress. It is updated continually by the Inclusion Leader and the whole document is shared termly with the Headteacher and SEND Governor. The Inclusion Leader meets formally with each Class Teacher at the beginning of each term to review each child's progress, using a range of evidence. During this meeting ideas are shared regarding the next appropriate outcomes for the child, prior to meetings with the child and their parents, where in consultation, the plan (Individual Education Plan) is finalised. Pupils needing SEND Support will have an Individualised Plan which

targets the particular area where they require 'additional to or different from' support. Those pupils identified with additional special needs will receive support in one or more of the following ways:-

1. Teaching Assistant (TA) support
2. Differentiated work, modified timetable and environment
3. A specific intervention program)
4. Ideas for home support activities

**There is a core expectation that the Teacher holds the responsibility for evidencing progress according to the outcomes described in the plan.**

The level of provision needed is decided by using progress data and outcomes from ongoing assessments. The school recognises the many facets of support that are needed for each individual child and signposts parents to the Hampshire County Council's Local Offer. More information can be found on <http://www.hantslocaloffer.info> and in our own SEND Information Report, available on our website <http://www.oakscelearningfederation.co.uk> .

If progress data and pupil observations indicate that the provision is not fully meeting the needs of the child, the school will modify the outcomes and take into account the expertise of other professionals. The Inclusion Leader is responsible for managing this process and also taking into account the school's budget allocation for external support services. Parents and pupils are partners in this process. The Inclusion Leader and Headteacher, on advice of external services, are responsible for sourcing additional funding and support from the LA, as appropriate. If it is felt that it is appropriate to request for additional funding the school, with parents and external agency support, will commence the statutory assessment process to apply for an Education and Health Care Plan (EHP).

#### CRITERIA FOR EXITING SEND SUPPORT

When a child consistently meets the outcomes set on their Individual Plan and is 'keeping up' not 'catching up' with age appropriate expectations they will then receive Early Intervention strategies and their progress will be monitored closely by the Class Teacher. Our SEND Information Report and Inclusion Provision Plan fully detail all the interventions we use at every stage.

#### SUPPORTING PUPILS AND FAMILIES

The LA Local Offer can be found at <http://www.hantslocaloffer.info>. The school's SEND Information Report can be found at <http://www.oakscelearningfederation.co.uk> . These reports also detail links with other agencies to support families and pupils. Our admission arrangements can be found on the home page of our website, under Statutory Information.

To ensure children with SEND are able to access assessments the school follows DfE guidelines and the responsibility for monitoring this belongs with the Headteacher.

The transfer of children between settings is managed through a well-planned programme of visits for children and their parents, sharing of information between staff and formal IPA meetings, as appropriate. Children can have as many visits as they need to make transition a process, not an event.

The school has a policy on managing the medical conditions of pupils and this can be found on the policy section of our website.

### SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- The school has a policy in place to support pupils at school with medical conditions and this can be found on our website, in line with recent guidance published by DfE; [www.sendgateway.org.uk](http://www.sendgateway.org.uk).

### MONITORING AND EVALUATION OF SEND

The school has a detailed management plan, which ensures that there is a full range of monitoring activities so that each child continues to make age appropriate progress. These include pupil progress meetings between the Executive Headteacher, Inclusion Leaders and Class Teacher, work scrutiny, lesson observations and detailed analysis of the achievement and progress of identified groups, including those with SEND.

The Executive Headteacher and Inclusion Leader regularly report on children's progress to the Governing Body. The school has regular parent consultations when the progress of each child is discussed. Pupils are regularly interviewed to gauge their views. The school uses a full range of questionnaires and informal opportunities to gather the views of all its stakeholders.

All the evaluations we undertake feed into our School Improvement Plan to ensure that we continue to improve provision for all children.

### TRAINING AND RESOURCES

All mainstream schools are provided with resources to support children with additional needs, including pupils with SEN and Disabilities. Most of these resources are determined

by a local funding formula. Schools have an amount identified within their overall budget, called the notional SEND budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.

CoP 2014

As part of our normal budget planning, we determine how to use our resources to support the progress of pupils with SEND. The Inclusion Leader, Headteacher and Governing Body have a clear picture of the resources that are available to the school. We consider our strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium. *CoP 2014*

The Inclusion Leader meets regularly with staff to review provision and training needs. Staff are trained in:

Nurture Group provision  
Learning Intervention programmes,  
ELSA (Emotional Literacy)  
Team Teach (positive behaviour handling)  
Makaton (sign language)  
Hearing Impairment  
Speech and Language Therapy  
Dyslexia  
Visual Impairment

All staff have regular in-house training to keep them up to date with current practices and procedures. The Inclusion Leader also attends the LA's SENCo network meetings in order to keep up to date with local and national updates. The Inclusion Leader also has strong links with local schools.

## ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a responsibility of all the staff at the Oaks CE Learning Federation. This includes the following roles:-

- SEND Governor with a responsibility to liaise with Inclusion Leader and monitor participation and progress of pupil's with SEND.
- SEND Teaching Assistants – all our Teaching Assistants are fully trained in implementing a range of intervention programmes. This aspect of their work is overseen by the Inclusion Leader.
- Designated Teacher with Specific Safeguarding Responsibility is the Executive Headteacher and the Heads of Learning at each school. However, all school staff have a responsibility to report any concerns in their absence.
- Designated Teacher for Looked After Children and Pupil Premium is the executive Headteacher.
- Members of staff responsible for meeting medical needs of pupils is the Head of Learning supported by the Admin Officers at each school.



## STORING AND MANAGING INFORMATION

The school details its approach to holding data in its Confidentiality Policy, Freedom of Information Policy, Privacy Notice and Data Protection Policy. All records are stored following DfE guidelines.

## REVIEWING THE POLICY

This policy is reviewed annually by the full Governing Body.

## ACCESSIBILITY (Single Equality)

The DDA (Disability Discrimination Act), as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. The school has a Single Equality Action Plan, which outlines clearly its intentions for accessibility and disability action points. All our Single Equality policies can be found on our website.

The school identifies barriers to learning through our ongoing monitoring and evaluation procedures. We remove these barriers by ensuring that:

- All Teachers have high expectations for pupils' achievements in all curriculum areas.
- A rigorous, sequential approach to developing literacy and numeracy skills.
- A sharp assessment of progress in order to determine the most appropriate programme or support.
- Carefully planned provision to meet individual needs
- Rigorous monitoring of the impact of provision
- High-quality pastoral care to support all learning.
- Highly effective use of time, staff and resources.

We work with outside agencies to resource any extra provision needed for individual children. Families are complete partners in ensuring that their children are fully included.

All children will be involved in external activities. We believe in being fully inclusive and make reasonable adjustments to ensure this is the case for activities outside the school classroom, including school trips.

We run a range of school clubs, for example dance, cookery, football, music and multi-skills. All staff, including external providers, are briefed about the individual needs of each child so they can take part.

Parents who have children with additional needs are able to take part in the planning for trips by liaising with their Teacher and Inclusion Leader.

The Governing Body is committed to having a high level of support from TAs to ensure children are well catered for at all times in the school day, including lunchtimes and breaks.

Our School have an open door policy and parents and carers are welcome at any time to discuss any concerns. All our information can be provided in a variety of formats on request.

### DEALING WITH COMPLAINTS

If you as a parent are concerned about any aspect of your child's education regarding SEND, please contact the Class Teacher, Inclusion Manager or Headteacher, as soon as possible. Written information about a formal complaints procedure is available from the school.

Hampshire Local Authority (LA) provides a **Parent Partnership Service**, which can offer you advice and support about special educational needs issues. The contact address and telephone number are available from the school office.

### BULLYING

The school is highly inclusive and is recognised as such by OFSTED and our LA. The school has no tolerance for bullying of any sort. The Anti-Bullying Policy can be found on our website at <http://oakscelearningfederation.co.uk> need help.

### USEFUL LINKS

SEND Information report - <http://oakscelearningfederation.co.uk> (home page)  
Hampshire County Council's Local Offer [http://www.hantslocaloffer.info/en/Main\\_Page](http://www.hantslocaloffer.info/en/Main_Page)

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