



## The Oaks CE Learning Federation SEND Policy

### Our Vision

*Connected through the values of love, respect and compassion. Three separate schools, we journey together to grow physically, spiritually, emotionally and intellectually, so that everyone can fulfil their potential. We strive to preserve the wonder of childhood, whilst ensuring our children are future ready.*

*“Be strong and of good courage, do not be afraid nor be dismayed for the lord your God is with you wherever you go” Joshua 1:9*

*Love: Helping every child to succeed*

*Compassion: Recognising how challenge can make us feel*

*Respect: Every Child deserves a quality education.*

### 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.

Mrs Maclaurin is the Inclusion Lead at The Oaks CE Learning Federation and acts as the Executive SENCO for Netley Marsh, Copythorne and Saint Michael and All Angels Infant School. Mrs Maclaurin can be contacted through the admin office at each school.

The role of coordinator is to disseminate information and changes to legislation. Maintain up to date training and knowledge of SEND, implement and monitor policy and procedure and work alongside the governing body in order to continue reviewing and improving our offer for those children on the SEND register.

### 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:

- SEND Code of Practice 0-25 years (July 2014)
- Equality Act 2010: advice for schools DfE May 2014
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England 2014
- The Oaks CE Learning Federation’s Safeguarding Policy
- The Oaks CE Learning Federation’s Single Equality Plan

- The Oaks CE Learning Federation Child Protection policy
- The Oaks CE Learning Federation Complaints Policy
- The Oaks CE Learning Federation Confidentiality Policy
- The Oaks CE Learning Federation Safeguarding Policy
- The Oaks CE Learning Federation Equality Policy
- The Oaks CE Learning Federation Behaviour policy
- The Oaks CE Learning Federation Data Protection Policy
- The Oaks CE Learning Federation Admissions Policy for each school within the Federation
- School Accessibility plans
- Teachers Standards 2012

This policy was created by Mrs Maclaurin and the Executive Headteacher Mrs Flynn 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 provided 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 SENCOs who will work with the SEND Policy and ensure its full implementation.
5. To provide support and advice for all staff working with pupils with Special Educational Needs and Disabilities.
6. To ensure systems designed to identify and support children with SEND are effective.

#### IDENTIFYING SPECIAL EDUCATIONAL NEEDS-

##### What is a Special Education Need?

A child is identified as having SEND if they have a learning disability or difficulty which calls for special educational provision to be made for them (code of Practice 2014)

This is where a child has

*‘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 the facilities of a kind generally provided for others of the same age in mainstream schools'* (SEN Code of Practice (2014)

A pupil may be identified as having SEND where their disability or learning difficulty means that a personalised education provision is required to meet the child's needs and facilitate good or better educational progress. This has to be '*additional to or different from that made generally for other children of the same age by mainstream schools'* (2014)

It is important that to identify any special education needs that a child may have to plan action that the school needs to take in order to support the child

The SEND Code of Practice (2014) describes four broad categories of need:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and Mental Health Difficulties
- Sensory and /or Physical Needs

These four broad areas allow for early identification of needs and ensures careful planning for provision. At the Oaks CE Learning Federation, we recognise and see each child as a 'whole' and we do not fit them into a pre-defined category

### How are Special Education Needs identified?

At the Oaks CE Learning Federation, we will identify if a child requires extra support in various ways

- When a previous setting highlights a specific need during transition from their setting to the schools
- When a parent /child raises concerns
- When concerns are raised by the class teacher or class teaching assistant e.g. self-esteem.
- When a child is not on track for a time period of one year to meet the age related expectations as identified through pupil progress meetings with SLT
- When a child has significant emotional needs
- When a child has a specific medical diagnosis
- Where outside agencies such as speech and language therapy (SALT), Occupational therapy (OT) or the Educational Psychologist (EP)
- Information is provided by a specialist advisory teacher – (visual, hearing impairment or physical disability)

At the Oaks CE Learning Federation, we aim to build up a whole picture of the child and their needs by using supportive assessments and tracking procedures. These may include:

- Discussions with the child, staff and parents
- Evaluating work on Tapestry or from work books
- Phonic testing data
- High Frequency word checks
- Dyslexic screening tests
- Language links assessments
- The Solent Therapy pack
- ELSA Reports and notes
- Behaviour records
- Reports from external agencies
- Boxall Assessments
- Thrive assessment
- PEP Toolkit Resources

#### Factors that may impact on progress or attainment but are not necessarily SEND

The Oaks CE Learning Federation also considers additional needs which are not SEND but may impact on progress and attainment.

These are detailed, but not limited to:

- 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
- A Looked After Child
- A child with parents in the services
- Behaviour as a need does not necessarily describe SEND but can be an underlying response to a need.

#### A GRADUATED APPROACH TO SEND SUPPORT

The Oaks CE Learning Federation believes that High quality teaching and learning aims to ensure that all children, including those with SEND make good or better progress than expected. The class teacher has the responsibility to identify any child who is off track to meet their age related expectations and use strategies and adjustments in class

to support the child in keeping up with age related expectations. This is tracked in the termly pupil progress meetings with SLT.

### High Quality Teaching and Learning

- Consideration is given to personalise a child's individual needs and is a first step towards meeting a child's special educational needs or learning needs.
- Teachers are responsible and accountable for the learning and progress of every child in their class, including children with SEND.
- Any additional provision that is in place for a child to enable them to keep up with age related expectations will follow a graduated approach of the assess, plan do review cycle. This is based on a child's individual learning needs. This could include visual aids, word banks, scaffolded work, and use of ICT, flexible groupings, 1:1 support or group support.

Teaching is regularly monitored by SLT, and subject leads through a variety of ways, observations, book /tapestry scrutiny, learning walks and coaching and mentoring.

### Raising a Concern

A concern may be raised by a teacher or a parent. If a concern is raised the teacher and the SENCO will work together to build a learning profile of the child. It will identify the barriers to learning by reviewing what is in place for the child, current data, different assessments work scrutiny and observations.

The SENCO will support and advise the class teacher to ensure that suitable strategies and class based interventions to support the child to stay on track to meet age related expectations have been tried to meet the learning needs. At this point the child will be put on an early intervention list for close monitoring and review by the SENCO and class teacher. Parents will be informed that the school has concerns about the child's progress.

If the child continues to demonstrate significant difficulties a decision is made by the class teacher, parents and SENCO as to whether the child may have Special Educational Needs and requires a higher level of provision. At this point the child will receive SEN support and be placed on the SEN register.

### Contacting Outside Agencies

When established strategies in school have not had the desired impact on academic or social progress the SENCO may seek the advice of external support through the appropriate outside agency. This may be for instance, the Educational Psychologist, Behaviour Support services, or Occupational Therapist.

### Home- school partnership

We recognise and value that parents/carers are the first educators of their children. We value good communication with parents and carers. There may be informal dialogue, formal meetings, parent's meetings and review meetings. Parents/carers are involved at the planning and review process where progress and targets are discussed. Parents can also access the SEND information Report on the Federation website

### Managing Pupils on the SEND register

A child will only be identified as having Special educational needs where learning difficulties persist despite differentiated good or better first quality teaching strategies. The decision will be made between the teacher, parent and SENCO.

### Plan assess do review Cycle (see Appendix1)

- Provision will be made within a 6-8 week block where additional learning is required. Classroom strategies will be put in place by the class teacher and monitored and evaluated by them during this time period. Adjustments may be made to meet the child's learning needs

- Assessment will take place at the start of the 6-8-week period. These starting points will be kept either in form as data or as a skills based piece of work.
- At the end of the 6-8-week period an assessment will take place again to see what progress has been made and how well the child is making progress towards age related expectations.
- The effectiveness of the intervention is monitored throughout the process and changed if required.
- At the end of the 6-8-week period the provision and progress is reviewed and then the following block is planned.

### Reviewing Provision

- A child on the SEND register will have planned provision which is ‘additional to or different from that made generally for other children of the same age by mainstream schools’
- Provision is planned and reviewed in consultation with the SENCO
- Targets are reviewed at the end of the 6 -8 week period and new targets are then set. These are based on accurate assessment of the child’s needs.
- The targets, must be specific, measured, achievable, and realistic and time based (SMART TARGETS).
- If progress is unsatisfactory the SENCO will analyse the interventions and barriers to learning. With parents the SENCO may consult with outside agencies to ensure that needs are correctly identified and suitable provision is in place to meet those needs.
- If a child continues to demonstrate significant difficulties with learning despite suitable and robust intervention with consultation with parents a request will be made to the local authority to assess a child’s SEND with a view to putting an education health and care plan (EHCP) in place for the child.

### Individual Education Plans

- A child on the SEND register will have an Individual Education Plan (IEP)
- This is written using SMART targets and is written by the class teacher. Input may be sought from the SENCO and parents
- The targets must be aspirational.
- This is used to record the child’s progress and kept alongside the evidence that is gathered at the start and end of the 6-8 week period
- It is the responsibility of the class teacher to review that the IEP is fulfilled and reviewed and that the evidence to show progress is kept alongside the document.
- IEPs are reviewed and discussed with parents each half term. Copies are made available for parents.
- It is the teacher’s responsibility to liaise and seek advice from the SENCO and impart the IEP to the staff working in their class room.
- See appendix 1 for example of IEP

### Criteria for exiting the SEND Register

- A child will be removed from the SEND register where the child has made accelerated progress and is now on track to make age related expectations.
- Once a child is removed from the register they will stay on the early intervention list so that the class teacher continues to monitor them closely to ensure that attainment and progress is maintained.
- The SENCO will also monitor the child and once the child is consistently maintaining progress they will no longer receive SEN support.
- Parents/carers will be informed by letter.

### Supporting Parents/Carers

- We will always recognise the important role of the family around the child.
- We can signpost parents to parenting support through the Hampshire Local Offer
- The SENCO is always available to support parents through the process of SEND support
- Families can read the School SEND information report

- From discussions with the class teacher parents may seek emotional literacy support for their child and we can arrange ELSA support with a teaching assistant if appropriate.

### 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

### Monitoring and EVALUATION Of SEND

- The SENCO will monitor the quality of provision for all SEND children regularly. This will be through a range of activities:
- Class observations, learning walks, book/tapestry monitoring, teaching assistant observations, pupil conferencing, parent review meetings, outside agency reviews and meeting the New Forest SENCOs.
- The SENCO lead will collect and review the impact of actions from the other SENCO's across the Federation and report this to the Executive Headteacher and Governors. Governors will support the Federation in evaluating the impact and achievement of pupils on the SEND register.

#### **The SEND Budget**

The funding of the special educational needs comes from the main school budget and top up funding from the local authority. This funding is dependent on how many children have an EHCP. Funding allocated to SEND provision and resources, including support staff is determined by the Federation budget and reviewed annually.

### Training

They will regularly attend local SENCO group meetings and ensure that they read local authority or National updates. It is their responsibility to disseminate this information to colleagues.

New staff and NQTs must receive an induction by the SENCO to ensure that they are meeting the needs of their class.

It is the duty of the lead SENCO to review the training needs of staff so that the needs of the pupils in the school are met. This may take place during staff meetings, school INSET, team training and outside courses if appropriate.

### Resources

There are a range of resources across the Oaks CE Learning Federation to support SEND.

Resources will be reviewed by the lead SENCO and if necessary resources will be purchased if they are required to meet the need of a child.

### 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: -

#### Executive Headteacher

- Regularly meeting the lead SENCO and the Governors and the SLT about SEND strategic planning

- Keeping the Governing Body informed of SEND issues
- In consultation with governors and the SEND lead managing the SEND budget

#### The SENCO Lead

- Point of contact for the Federation SENCOs for advice and support
- Ensuring that resources are reviewed and deployed effectively across the Federation
- Being a point of contact for outside agencies as required
- Working with the Executive Headteacher and the Governors to ensure that the Federation meets its responsibilities under the Equality Act 2010 with regards to reasonable access arrangements and adjustments
- Ensuring that the Federation is up to date with key policies and procedures.
- Ensuring that record keeping by staff is maintained effectively

#### The SEND Governor

- Liaising with the SENCO lead and Executive Headteacher in matters relating to SEND and provide relevant support
- Have due regard to the SEN Code of Practice (2014) when carrying out duties.
- Ensuring that SEND children have equal access to the curriculum with reasonable adaptations made to overcome barriers to learning or other needs where possible.

#### Teaching staff

- Communication is daily and feedback is provided between the classroom staff about a child's progress.
- That all staff follow the plan do assess review cycle.
- That all staff ensure that they follow and maintain records, plans evidence effectively and store securely.
- Teachers and teaching assistants support children through delivering programmes

#### 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 review 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.

#### 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, as soon as possible. If this does not provide a satisfactory conclusion, then a meeting will be held with the class teacher and the SENCO. If the issue is still not resolved then a meeting can be arranged with the class teacher, SENCO and Executive Headteacher

Please refer to the school's complaints policy to see how to proceed if matters are still not resolved

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.

## USEFUL LINKS

School website

Department of Education website

Hampshire County Council SEN team need website links

**Policy updated October 2025**

**Reviewed by Governing body Dec 2025**

Appendix 1

### **Stages of Assess Plan Do and Review Cycle**

A child who is not on track to meet age related expectations will be noted at a pupil progress meeting. They will receive high quality first teaching and specific strategies as an early intervention to address those needs. Teachers will inform parent/carer and review the progress of the child over a 6-8-week period with support from the SenCo and adjust strategies if required.



If a child continues to not make progress at the early intervention stage. The school will further assess using a range of tools and in dialogue with the parent/carer may decide to place the child on the SEN register to address those needs. An IEP will be written and shared and agreed with the parent. This will be reviewed every 6-8 weeks and progress will be discussed with the parents and advice sought from the SenCo .



If after a period of time a child on an IEP cycle has not made progress and the teacher /SenCo have tried all the strategies and expertise that they can obtain in the Federation. They will discuss with the parent the need to gain support and advice from an outside agency. The support from these sources will assess the needs of the child with the school and parent. A further IEP may be written and the process of assess, plan, do review continued.



If the child continues to have needs requiring further assistance, then additional support will be sought. The teacher with advice and support from the SenCo and outside agencies will apply for an EHCP to seek support from Hampshire County Council to address and support the specific need. The parent /carer will be involved in this process. If an EHCP is obtained the school will ensure that they meet the needs stipulated. This will be reviewed annually.

During the process of reviewing a child's needs their progress may indicate that they no longer need to be on the SEN register and return to high quality first teaching where they will continue to be monitored