



# Oakfield Academy

## SEND Policy

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# Change Log

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- Added Legal framework section
- Added Safeguarding section
- Updated SEND support section with more information on the graduated approach
- Point 24. added information
- Point 48. Updated Headteacher and Governor names

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- Updated policy template
- Added chapter 5. Leadership and Management of SEND
- Added point 7.5.3 in Safeguarding
- Added chapter 10. Specialist Expertise
- Added Assessment to Monitoring and Evaluation of SEND (point 12.4)
- Added point 13.2 in 13. Training and Procedures
- Added chapter 16. Transition section
- Updated contacts in 19.4 within Roles and Responsibilities
- Added footer

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## 2. Statement of intent

### 2.1. We believe that:

- Every teacher is a teacher of every child or young person, including those with SEND.
- A child with Special Educational Needs (SEND) should have their needs met. The Special Educational Needs of the child will, if at all possible, be met in mainstream school.
- The views of the child should be sought and taken into account where appropriate to the age and ability of the child
- Parents have a vital role in supporting their children's education.
- Children with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum
- A child's mental health and wellbeing should not be a barrier to their educational achievement

### 2.2. The Governing Body in our school will ensure that:

- They are fully involved in developing and monitoring the School's SEND policy.
- That all governors, especially SEND Governors, are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- That SEND provision is an integral part of the School Improvement Plan.
- That the quality of SEND provision is continually monitored.

## 3. Legal Framework

3.1. This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022

3.2. This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2023) 'Keeping children safe in education 2023'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'.

3.3. This policy operates in conjunction with the following school policies:

- Admissions Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Pupil Confidentiality Policy
- Data Protection Policy
- Records Management Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Suspension and Exclusion Policy
- Behaviour Policy

- Complaints Procedures Policy
- Accessibility Policy.

## 4. Our aim

4.1. We aim to enable every child to learn as effectively as possible, to enjoy his/her learning and to provide a foundation for life-long learning.

4.2. Our objectives to achieve our aim:

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To ensure all children receive quality first teaching
- To provide a Special Educational Needs Co-ordinator (SENDCO) who will work with the staff and parents to support the children with SEND.
- To make full use of outside agency support to ensure all children with SEND have their needs met by experienced trained staff.
- To track the progress of pupils with SEND in order to inform the success of the SEND Policy and Provision.
- To allocate the SEND budget according to the complexity of need.

## 5. Leadership and management of SEND

### 5.1. The SENDCo

Our SENDCO has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. Our SENDCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. Our SENDCO is aware of the provision in the Local Offer and works with professionals providing a support role to families to ensure that our pupils with SEND receive appropriate support and quality first teaching.

### 5.2. The Governors

Our Governing Body fulfils its statutory duty towards pupils with SEND or disabilities in accordance with the guidance set out in the SEND Code of Practice. In particular, the governing body, ensures:

- Arrangements are in place in school to support pupils with medical conditions
- A SEND information report is published annually
- There is a qualified teacher designated as a SENDCO for the school.

In addition, our governing body works with the SENDCO and Head Teacher in determining the strategic development of SEND policy and provision, including establishing a clear picture of the resources available in the school. The governing body also ensures that the school meets its responsibilities under the Equality Act 2010, regarding admissions, reasonable adjustments and access arrangements, and publishes information about this that includes specific and measurable objectives.

## 6. Identifying Special Educational Needs

6.1. “A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.” (SEND Code of Practice, 2014 p15-16)

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

### 6.2.1. Communication and interaction

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.

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 influence how they relate to others.

### 6.2.2. Cognition and learning

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.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as Dyslexia, Dyscalculia and Dyspraxia.



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

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.

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.

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

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.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

6.3. The purpose of identification is to enable us to plan effectively for the needs of the child. At our school we identify the needs of children by considering the whole child not just their special educational needs and acknowledge that there may be other needs which are not SEN which may impact on progress and attainment. These may 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.

- 6.4. Early identification of SEND is of paramount importance and that once identified suitable provision will be made and put into place as soon as possible. Initially the class teacher will identify the child's special educational needs and will instigate measures to support them within the classroom. The child's learning characteristics, the learning environment, the task and teaching styles will all be considered. Teachers will consult with parents, who are welcome into the school at any time to discuss concerns.
- 6.5. 'A pupil has SEN 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
- 6.6. 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 SENCo, will assess whether the child has SEN. 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

## 7. Safeguarding

- 7.1. The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:
- Have the potential to be disproportionately impacted by behaviours such as bullying
  - May face additional risks online, e.g. from online bullying, grooming and radicalisation
  - Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.
- 7.2. The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers can include, but are not limited to:
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration
  - These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
  - The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
  - Communication barriers and difficulties in managing or reporting these challenges
  - A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

- 7.3. The headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Physical Intervention Policy.
- 7.4. Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes in behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.
- 7.5. School staff will be particularly alert to the potential need for early help for pupils with SEND and additional needs.
- 7.5.1. The governing board and headteacher will ensure that pupils with SEND are taught about how to keep themselves and others safe including online. The school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND.
- 7.5.2. Any reports of abuse involving pupils with SEND will involve close liaison between the DSL and the SENCO.
- 7.5.3. Pupils with disabilities will be treated with the same rights and respect as other children in school. They will have equal access to the education on offer with necessary adjustments made. Where necessary adjustments cannot be made, this will always be discussed with parents so that an agreeable solution can be found.

## 8. SEND support

- 8.1. Once a pupil has been identified with SEND, the school will employ a graduated approach to meeting the pupil's needs. This will be through the adoption of a four-part cycle – **assess, plan, do, review** – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The process is as follows:
- **Assess:** establishing a clear assessment of the pupil's needs
  - **Plan:** agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
  - **Do:** implementing the agreed interventions and support
  - **Review:** analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date

8.2. All class teachers will differentiate and tailor 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. 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.

8.3. The systems we use to identify needs are:

- Progress against Age Related Expectations (ARE) and Foundation Stage Early Learning Goals (ELG)
- Standardised tests
- Individual diagnostic assessment
- Behaviour tracking.

8.4. The action taken may involve one or more of the following:

- Assess, Plan, Do, Review
- Grouping for teaching purposes
- Curriculum and teaching methods
- Intervention Strategies
- Additional human resources.

8.5. Where it is determined that a pupil has special educational needs, parents will be formally advised of this and the decision that they will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. A child may be identified as needing support if they are falling significantly outside of the range of expected academic achievement.

8.6. Support may also include emotional literacy support from our ELSA. This intervention supports children's social, emotional and mental health needs. Where external professional support is required, we refer families to the Mental Health Support Team (MHST) who are able to give parents the tools to support their children with low mood or depression, anxiety, obsessive compulsive disorder (OCD) or a specific phobia.

## 9. Managing the needs of pupils on the SEND Register

9.1. If a child is working at two years below age related expectations, they will be identified as needing SEND support. This will involve action that is additional to and different from the normal classroom variation.

9.2. In our school the range of additional support may involve:

- Increased contact between class teacher and SENDCO
- Discussion with families (including a Transition Partnership Agreement (TPAs) or Early Help Hub- when appropriate).
- Forming of a Learning Passport which will include:
  - The short term targets set for or by the child
  - The teaching strategies to be used
  - The provision to be put in place
  - When the plan is to be reviewed
  - Success criteria.

### 9.3. Outcomes to be recorded when Learning Passport is reviewed

A Learning Passport will be written with the child, there will be a discussion around what support the child needs and what they think will help them to achieve their targets. Targets will be reviewed with the child and new ones set together.

9.3.1. Writing a Pupil Profile which will outline what works well for a child and what does not work well, particularly for children with Social, Emotional and Mental Health (SEMH) difficulties.

- Discussion/advice from a range of outside agencies
- Use of targeted in class support
- Use of small group support by an Assistant Teacher (targeted)
- Individualised programmes/interventions
- External support services to advise on fresh targets and new strategies
- Using the support services in line with the agreed protocol.

9.3.2. If, despite receiving an individualised programme and/or concentrated support, the child is not making adequate progress, the school will increase the range of interventions and monitoring. External agencies will be accessed and when appropriate referrals will be made for outreach support. Parents will be involved in these referrals.

9.3.3. During this process the class teacher remains 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.

#### 9.4. Referral for an Education, Health and Care Plan

9.4.1. If a child has **lifelong or significant difficulties**, the school or parents can request an Education, Health and Care plan. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a **multi-agency approach** to assessing that need, to planning provision and identifying resources, is required. A diagnosis of need such as Autism or Dyslexia does not automatically lead to an EHCP. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

9.4.2. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals
- Educational Psychologist.

9.4.3. Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a Statutory Assessment leading to an EHC Plan.

9.4.4. Following Statutory Assessment, an EHC Plan will be provided by Hampshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will contribute information used in developing the plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the EHC Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support through additional interventions and support.

## 10. Specialist expertise

A range of specialist expertise may be drawn upon if and when the school have exhausted their own resources and knowledge base. If this is felt necessary, the SENDCo in liaison with the Headteacher will make the relevant referrals after discussion with the child's parent.

This may include but is not limited to:-

- Educational Psychologist
- Primary Behaviour Service
- Forest Park Outreach
- Specialist Teacher Advisory Service.

The school will take advice and support from these services implementing strategies and reviewing them in the suggested timeframes.

## 11. Criteria for exiting the SEND Register

11.1. Children exit the SEND register when they have shown accelerated progress and have narrowed the gap of attainment between themselves and their peers/ national expectation. Each year the attainment levels of children are analysed in light of the Hampshire guidance for children at SEND support and where necessary children are removed/ included on the SEND register.

11.2. A child coming off the SEND register will continue to be carefully monitored by the class teacher. Every term the class teacher will discuss the progress of the children in their class at a pupil progress meeting (PPM).

## 12. Assessment, monitoring and evaluation of SEND

- 12.1. There are regular meetings in school where children with SEND are discussed. These include meetings between the class teacher and headteacher and assessment manager about academic progress. Regular meetings take place with the Assistant Teachers supporting the SEND children and the SENDCo.
- 12.2. Each half-term the intervention programs being run are evaluated and where possible numerical progress is recorded. Where the intervention programs do not allow for such measurable progress to be seen, discussions happen about each child and recorded work from the sessions are reflected on.
- 12.3. Impact can also be seen through the achievement of Learning Passport targets and for academic subjects by the completion of literacy and numeracy targets. The governing body has an allocated SEND governor whose role is to evaluate the provision for SEND and look at the impact of what is being put in place to support them. The SEND governor meets regularly with the SENDCo to monitor and evaluate progress within the area of SEN.
- 12.4. Assessment data from STAR reading (half termly) and STAR maths (termly) are also used to monitor progress. These are online assessments which all children take part in.

## 13. Training and resources

- 13.1. We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCo attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff. We recognise the need to train all our staff on SEND issues. The SENDCO, with the Senior leadership team, ensures that training opportunities are matched to School Improvement Priorities.
- 13.2. All staff must complete safeguarding training which includes school updates on the needs of the individual children at school.



## 14. Supporting pupils and families

- 14.1. A link to our Information Report can be found on our website or a copy can be requested through school. The SENDCO - Miss Lucy Bray, can be contacted through the school office
- [admin@oakfield.hants.sch.uk](mailto:admin@oakfield.hants.sch.uk) / 02380 862530

- 14.2. Further information about EHC Plans can be found via the SEND Local Offer:

- <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>
- or by speaking to one of the county SEND team on: 01962 847480
- or by contacting Support for SEND Service on: 01962 845870

## 15. Admission arrangements

- 15.1. Please refer to the information contained in our current school admissions policy that is available on the school website.

- 15.2. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

## 16. Transition

- 16.1. The great majority of pupils with SEND, with the right support, can transition to a mainstream secondary school. We encourage these ambitions right from the start. Our SEND support includes planning and preparation for extended transitions between classes, key stages and preparation for secondary school. We will agree with parents and pupils the information to be shared as part of this process; sometimes through producing a Transition Partnership Agreement. We support pupils so that they are included in social groups and develop friendships. In Year 6, our SENDCO will meet all pupils with EHCPs, together with their parents and teachers to ensure that the transition from primary to secondary school is as seamless as possible. If a pupil has an EHC plan, this will be reviewed and amended in Y5 to ensure sufficient time for the right placement to be found prior to transition.

- 16.2. For children who join us from pre-schools, our SENDCO will visit the child in their setting and attend a transition meeting with their keyworker and parents to ensure we are able to meet the needs of the child and we have everything in place prior to their start date.

## 17. Accessibility

Refer to our school accessibility policy to see how our school is increasing and promoting access for disabled pupils to the school curriculum. This policy covers the physical environment of the school, participation in after-school clubs, leisure and cultural activities or school visits and how the school is working to remove barriers for learning for any children.

## 18. Supporting pupils with medical conditions at school

18.1. 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.

18.2. Some children may also have special educational needs (SEND) and may have an 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.

18.3. See the Supporting Children at School with Medical Needs policy.

## 19. Roles and responsibilities

19.1. The Headteacher and designated governor will have overall responsibility for the implementation of the whole school SEND policy with regard to the SEND Code of Practice (2014).

19.2. The SEND Coordinator has overall responsibility for the day-to-day operation of the school's SEND policy including:

- Monitoring the Teaching and Learning for the children with SEND.
- Maintaining a register of children with SEND.
- Maintaining a provision map showing intervention strategies used across the school.
- Evaluating the effectiveness of the provision through tracking, target setting and assessing data.
- Delegating the SEND funding
- Reporting to Governors.
- Chairing and managing Annual Reviews.

- 19.3. The SENDCO will support the Head, designated governor and the staff, particularly the Assistant Teachers working directly with children with more complex SEN needs.
- 19.4. The leadership team to help implement SEND procedures in the school will be:
- Lucy Bray - Headteacher
  - Donna Gale-Page - Governor
- 19.5. All teaching staff within the school recognise that they are teachers of children with SEND. They develop confidence and self-esteem in these children and allocate support for them within available resources as their needs are identified.

## 20. Dealing with complaints

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCO or Headteacher. If they feel this has not been resolved then the complaints procedure will be explained.