

# **The Oaks Community Primary School**

## **Special Educational Needs and Disabilities Policy**



### **@The Oaks, everyone is celebrated**

Community is at the heart of everything we do. By exploring a world of endless opportunities, through questioning and challenge, children develop a love of lifelong learning. Enabling environments empower every child, helping children to belong, through a brave and balanced curriculum. We are: Ready; Respectful and Responsible in all that we do. We Aspire, Achieve and Appreciate to realise our ambitions. Together we flourish and grow. Every encounter is an opportunity to develop independence, confidence and resilience. Dedicated and determined staff go above and beyond to help children to become unstoppable.

**Policy written: June 2021**  
**Updated: January 2022**

**Reviewed and agreed by Governors**

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# **Special Educational Needs and Disability Policy**

## **Background and definition of SEND**

Definitions: As detailed in the New SEN Code of Practice

When a child or young person has special educational needs

(1) A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

(2) A child of compulsory school age or a young person has a learning difficulty or disability if he or she.

(a) has a significantly greater difficulty in learning than the majority of others of the same age.

(b) 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.

Note: A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities. Equality Act 2010

Definitions from the Equality Act 2010:

Long term - is defined as „lasting or likely to last for at least 12 months“.

Physical impairment - includes sensory impairments such as those affecting sight or hearing.

Mental impairment - covers a wide range of impairments relating to mental functioning.

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. The Oaks Primary School SEN & Disability Policy

January 2015 Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age;
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means educational provision which is additional to, or otherwise

different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area. See Section 312, Education Act 1996

A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed. Section 17(11), Children Act 1989.

### **Aims**

The school's aim is to further the educational development of all its pupils. It recognises that a number of these pupils will at some time or other have special educational needs or disabilities. The school will, within its limitations of staffing and funding, strive to meet these needs as fully as possible and remove barriers to learning to enable all children achieve their potential.

### **Philosophy**

Every child has a right and entitlement to receive a broad and balanced curriculum which is delivered appropriately to meet his/her needs and abilities.

### **Principles**

- The school as a whole should recognise and meet the needs of all its children and is committed to an inclusive approach.
- The curriculum will be responsive to the needs of all children.
- The school should develop positive attitudes towards recognising and meeting individual needs.
- Needs should be accurately assessed and the methods of assessment used and the conclusions drawn from these should be clear to all concerned.
- Children should receive appropriately differentiated work and assessment activities adapted to their specific needs.
- Special educational needs children and those with disabilities have the right to work successfully alongside their peers.
- Special educational needs children and those with disabilities will need additional help and support to enable them to take advantage of all the opportunities within the school.
- Partnership with parents of special educational needs children is essential.
- The view of the child should be sought and taken into account where appropriate

### **Objectives**

- That children are well motivated, achieve success across the curriculum and have a positive self-image and attitude towards learning and developing social relationships.

- That teachers endeavour to find ways to meet the needs of all children and removing any barriers to learning.
- That parents appreciate their children's strengths and achievements and understand their difficulties and are confident that their children's needs have been identified and will be effectively met working in partnership with the school.

### **Responsibilities**

The Head teacher Mrs L Roberts is ultimately responsible for policy and practice relating to special educational needs. Mrs S Price is our school SENDCO.

The school SENCO:

- Takes responsibility for day to day operation of the school's Special Educational Needs and Disability policy working with staff across the school
- Advises class teachers and other staff on effective practice to support pupils identified needs
- Manages provision for all pupils on the Special Educational Needs and Disability register.
- Manages additional information relating to tracking of pupil progress and specific interventions in place to support identified pupils
- Oversees records of all pupils with special educational and disability needs
- Liaises with external agencies along with HT and pastoral support team
- Provides information to HT and Governors to report on progress and provision for pupils with identified SEND needs. The Pupil Voice and Safeguarding Governor Committee have a key focus on monitoring SEND pupils.
- Organises professional development for all staff to develop practice to support pupils with specific needs

### **Admission Arrangements**

The Local Education Authority has responsibility for admissions to the school in reception and is involve in transfer of Y6 pupils to High School. The school has responsibility for in-year admissions and will work with the LA to take advice to ensure the effective inclusion on the admission of pupils with Specific needs. There is no bar to pupils with special educational needs, nor is there a policy of giving priority to such pupils.

## **Provision**

The school has experience of working with pupils with a range of learning difficulties across all stages of the Code of Practice. The school works to ensure effective provision is in place to meet a range of needs identified on our register in our school. This includes those children with physical disabilities, medical needs, specific learning difficulties, those with recognised medical diagnosis such as those on the autistic spectrum, speech and language, dyspraxia, and emotional and behavioural difficulties. Such pupils are supported by teachers, teaching assistants and the learning mentor with experience and expertise in these areas. The school takes account of advice offered by external agencies and has frequent contact regarding identified children.

## **Facilities for Disabled Pupils**

Adaptions are in place to accommodate pupils' or visitors with physical disabilities. E.g. The school has been provided with facilities for wheelchair access which also includes a toilet for the disabled and ramps. Facilities will be developed further when school alterations take place if necessary and will be referenced to the Environment and Community Committee.

## **Resources**

The school is allocated annual funds which reflect the additional needs of pupils with special educational needs and disabilities. A large part of this provision is used on staffing. This enables the school to provide in-class support, work with specific groups and individuals on identified targets and access intervention programmes. It is also used to purchase special materials to be used in the teaching of children with the special educational needs or disabilities.

## **A graduated Approach - Identification/Assessment/Monitoring/Review Procedure**

### **Identification**

A small number of children start school with their special educational or disability needs already identified. Other children are identified at a very early stage in their education. Occasionally some needs are identified at a later stage, possibly after formal testing, monitoring by the school and with the involvement of external agencies.

### **Assessment**

For any children who are well working below the standard of the national curriculum assessments and are usually described as having severe or profound and multiple learning difficulties, the engagement model will be used to support individual assessments. The engagement model combines a formative

and summative assessment approach and it will be used to assess pupils' progress and development regularly throughout the year. The model has 5 areas: exploration, realisation, anticipation, persistence and initiation. The Engagement model works in conjunction to the plan, do, review approach. This will also feed into any EHCP (Education Health Care Plan) applications made.

All children will be assessed using the methods set out in the school assessment policy but when needed additional assessments will be conducted this includes the engagement model and any other assessments that the class teacher or SENCO feel will benefit the child and their development. Assessment for an EHCP (Education Health Care Plan) is arranged in conjunction with external LA staff that may include the LA's Educational Psychology staff. The school will ensure the completion of relevant paperwork when submitting an application to the LA and will work closely with parents/carers at all stages of the process. All pupils with special educational needs or disabilities are monitored by the SENCO and reviews are held as appropriate, depending on the Code of Practice stage. Review procedures are in accordance with County practice, advice and statutory regulations.

### **Monitoring**

The SENCO is responsible for the implementation of the Code of Practice and, following any revised LA or national guidelines. The SENCO will also ensure information with class teachers and other staff within the school and will attend review meetings at all stages. She will support staff to the formulation of 'My child's Learning Plans' and risk assessments, and will monitor their implementation and effectiveness.

The SENCO will also monitor the progress of all children on the SEND register using Provision Map by Tes. All parents of SEND children have access to their child's Provision Map and they can access this online freely. Targets are set using this system and parents contribute to their child's Provision Map electronically.

The SENCO is responsible for coordinating and monitoring the implementation of this policy along with the HT. She will use drop in and formal monitoring to check planning and implementation of the policy. Reviews will involve discussion with children. It is the responsibility of our governing body to agree and then monitor the school SEND policy. The Safeguarding Committee of the governing body that deals with SEND, vulnerable children and families and safeguarding do this. Our governing body may, at any time, request from our SENCO or head teacher a report on the way in which SEND is organised in our school. The HT will also ensure regular information is provided to Governors via the HT report at the full governing body meeting that may include reference to the work of the committee. This policy will be reviewed as necessary linked to change in school, LA or government policy.

### **Inclusion**

We strive to celebrate diversity, identify and minimise barriers to learning and maximise resources to ensure full participation by any of our pupils. In accordance with our Equality policy, this inclusive approach is irrespective of children's' ability, race, ethnic or national origin, language, religion or belief , gender and gender reassignment, sexual orientation, marital status, disability, age or social class. We aim to respond to all pupils as individuals by reconsidering and restructuring curricular organisation and provision and allocating resources to enhance equality of opportunity.

### **External Support Services**

Where necessary, the school calls upon a number of support services to work with our children. These may include: County Educational Psychology Services; Health and other external Medical Services including the Department of Speech and Language Therapy, and Occupational Therapy, School Nurse, CAMHS; external consultants such as the autism and LAC team; Educational Welfare Office; SENIC and Social Services.

### **Partnership with Parents/Carers**

The school aims to have a close working relationship with parents and carers. Parents are encouraged to contact the child's class teacher, SENCO or Head teacher to share concerns and celebrate achievements. Our SEND policy is also available on our website and in the school prospectus. Parents are encouraged to access their children 'My Child's Learning Plan' so they are aware of their child's personalised targets. They are also discussed at parents' evening as parents of SEND pupils are allocated additional time to discuss their child's progress and new targets are set.

### **Staff Training**

The SENCO has undertaken additional training and has achieved her National Award for SEN Coordination. The SENCO attends various relevant courses as well as cluster meetings with local schools and passes appropriate information to class teachers and other staff. The SENCO ensures that Teaching Assistants and teachers are trained on the latest intervention programmes or relevant SEND approaches, and she work with staff to implement these to support those children with SEND.

### **Links with Other Services**

When it is in the interests of individual pupils the school will act in liaison with the child's family doctor, or with other representatives of the medical services, particularly the Department of



Speech and Language Therapy and Clinical Psychologists. The school also works with other external agencies who work with vulnerable children and families e.g. TAF, Social Care. Children will have their Individual Education Programmes and Statement of Special Educational Needs reviewed on a regular basis by the SENCO and other appropriate persons - e.g. parents/teacher/Head teacher/child.

Our SENCO, Mrs Price, works closely with our key staff in school to review the needs of individual children. This includes our Pastoral Manager, Mrs C Roberts. Regular pastoral meetings are held to consider the needs of vulnerable children and families, (some of whom may be undergoing TAFs or be under Social Care).

### **Special Educational Needs Governor**

A member of the governing body is appointed by the governors to take a particular interest in Special Educational Needs and Disabilities - this is currently Mrs R Senior

### **Appeal**

Parents/Carers who are not happy with their child's assessment may appeal through the Local Education Authority to a Special Educational Needs tribunal. They are entitled to have with them in any discussion with the Local Education Authority a person who will help them express their views and offer them support. All special educational needs concerns should be taken up in the first place with the SENCO / Head teacher.

Date:

Signed:

Review Date: