SEND POLICY

Reviewed by: Mrs T Beacher (SENDCO)

Date reviewed: September 2025

To be reviewed: September 2026

The SEND Team

SENDCO – Mrs Tracey Beacher

Named Governors for SEND – Mrs Gill Shaw

Introduction

At Oakfield Primary School we aim to provide an inclusive environment in which all pupils are supported to reach their full potential. We aim to ensure that children can access our broad, relevant and ambitious curriculum, build upon their achievements and develop their self-esteem through the implementation of the Code of Practice. We believe that every teacher is a teacher of all pupils, including those with special educational needs and/or disabilities. This SEND policy outlines how Oakfield Primary School will endeavour to provide the necessary scaffold and adjustments to enable all pupils, including pupils with SEND, to access the full curriculum.

Aims

At Oakfield Primary School we are committed to working together to provide a high quality education in a safe, nurturing and stimulating environment. We want all children to fulfil their potential in all areas of the curriculum and to develop knowledge, skills and attitudes that will enable them to succeed throughout their lives. We encourage the development of confidence and self-esteem along with respect, tolerance and care of others.

We aim to:

• provide an inclusive environment that focuses on the development of the 'whole child.'

• provide an inclusive environment where independent learning is promoted at all age levels.

• provide equal access to the National Curriculum and EYFS Framework and to plan for and provide a curriculum which is accessible to the needs of all pupils. We recognise the importance of early identification and assessment of children with SEND. We aim to ensure that any learning difficulties are identified as early as possible in order to ensure appropriate support is put in place and to ensure that any reasonable adjustments can be made to the curriculum to ensure all needs are met. All pupils access quality first teaching in a broad, balanced, relevant and ambitious curriculum.

• establish a criteria and provide a systematic approach to the identification and assessment, monitoring and reviewing of the effectiveness and impact of the provision for

all children with special educational needs and disabilities in our school. This is in-line with the SEND Code of Practice (DfES 2014) and ensures that the needs of all children are met and that the most vulnerable children are not overlooked.

• collaborate effectively with all outside agencies working with a child and a multidisciplinary approach to meeting a child's need. We will actively support the establishment and maintenance of close links with all agencies working with the child, making referrals as necessary. Through our Learning Mentor and her team, we will use Early Help Assessment if this is deemed to be the best route to support a child or family.

• involve the child and their parents/carers in the planning and outcome setting of his/her personalised learning plan – Individual Learning Plan.

• establish good home school communication and develop working partnerships with all parents/carers.

• monitor and review individual needs regularly, and to maintain clear records of any action taken, raise staff awareness of the needs to differentiate or scaffold work effectively and to provide regular training, coaching and development for all staff.

• review needs and provision termly for budgeting, planning and resourcing for pupils with SEND.

Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty or disability that calls for special educational provision to be made for them. Concerns are raised when a child is:

• working significantly below the age-related expected levels

• making very little or no progress

• progress has significantly slowed down to their previous rate.

All information about the child's learning and development from within and beyond the school setting is collected. This will include views and information from parents/carers, any other professionals involved and observational assessments. A delay in learning may or may not indicate that the child has special educational needs. They may have a learning or a communication difficulty or may not yet have had a wide range of experiences and opportunities. Their progress is very closely monitored and interventions put into place at an early stage. This is then monitored and reviewed through two cycles of the graduated approach (plan, do and review). If it is deemed that housing, family or other domestic

circumstances are contributing to the slow progress, a multi-agency approach will be taken and this may include Early Help Assessment.

Roles and Responsibility for SEND

The responsibility for the day to day learning lies with the class teacher as highlighted in the Code of Practice (DfES 2014) 'All teachers are teachers of children with SEN'. The policy must therefore enable staff to ensure that the child maintains access to the whole curriculum and that the curriculum is modified to develop specific skills, concepts or attitudes as appropriate for the individual. All staff will maintain high expectations for what the child can achieve and the views of the child will always be sought. The class teacher will work in collaboration with parents and carers, and all relevant professionals, to ensure the support given is appropriate, and the child's self-esteem and confidence are central to the programme planned for the individual.

The Class Teacher has responsibility for:

• teaching the range of pupils within the class effectively across all curriculum areas.

• identifying needs early and intervening at the earliest opportunity to support children having difficulties in a specific area of the curriculum. This aims at closing the gap and provides individuals with additional support as soon as it is required.

• identifying children who have special educational needs and completing the appropriate documentation, in conjunction with both the parents/carers and the school's SENDCO.

• keeping detailed and accurate records, in discussion with the class Teaching Assistants or Early Years Practitioners.

• making reasonable adjustments in the classroom to meet the needs of all children.

• working in partnership with parents/carers regarding their child's progress, any concerns and action to be taken and then reviewing these to plan the next steps.

• informing colleagues and those concerned with the child of any relevant information pertaining to the child's progress in school which has been given by the parents/carers and/or other professionals.

• writing and implementing Individual Learning Plans.

The SENDCO has responsibility for:

• overseeing the day to day operation of the SEND policy.

• coordinating provision for children with special educational needs and disabilities, through the use of provision maps, observations of children in class and discussions with relevant stake holders e.g. parents, child, class teachers, and other professionals.

• liaising with and advising fellow teachers, supervisors and support staff.

• overseeing the records of all children with special educational needs and disabilities, ensuring that they are kept up to date.

• liaising with parents of children with special educational needs and disabilities.

• contributing to the development and training of staff.

• their own professional development and that of his/her colleagues in order to extend knowledge of Special Educational Needs and Disabilities throughout the school.

• liaising with other agencies to maintain a collaborative approach.

• liaising with feeder settings and potential next providers of education to ensure effective transition is planned with all parties informed.

Mrs G Shaw is the named Governor responsible for SEND. The Governors ensure, through the Headteacher, that all teachers are aware of the importance of providing for these children. They monitor the provision and effectiveness of SEND within the school.

Identification, Assessment and Provision

All teachers are teachers of children with special educational needs and disabilities.

Teaching children with SEND is therefore a whole school responsibility. At the heart of the work of every class is a continuous cycle of planning, teaching and assessment which takes account of the wide range of abilities, aptitudes and interests of all of the children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects falls significantly outside the expected range may have special educational needs and may require additional support. This can be characterised by progress which:

• is significantly slower than that of their peers starting from the same baseline

• fails to match or better the child's previous rate of progress

• fails to close the attainment gap between the children and their peers

• widens the attainment gap

Our first early response to this is high quality targeted teaching at the area of weakness. Progress and the quality of the intervention will be monitored very closely and where progress continues to be less than expected in collaboration with the parents, decisions will be made as to whether the child is placed on the SEND register. We try our best to ensure all children with SEND are identified and supported as early as possible, again following the guidance set out in the Code of Practice (2014). The purpose of identification is to work out the action the school needs to take to support an individual child. Within this there are four broad areas of need and many children may present difficulties in more than one area. These four broad areas are:

• Communication and Interaction

• Cognition and Learning

• Social, emotional and mental health difficulties

• Sensory and/or physical needs

In order to help children who, have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise. Parents and carers, in collaboration with the SENDCO, the child (if appropriate), and the child's class teacher will decide on the actions needed to help the child to progress. The support put in place will be agreed along with the expected outcomes of the support and a clear review date will be set. This will be recorded in an Individual Learning Plan, following the school systems. The support should be personalised and tailored to the needs of the individual.

Individual Learning Plans

Strategies employed to enable the child to progress will be recorded within an Individual Learning Plan and will include:

• the agreed outcomes and SMART targets.

• the views of the child.

• the teaching strategies/interventions to be used, which may take account of individual learning styles or strengths and weaknesses.

• reasonable adjustments to be made.

• when the plan is to be reviewed.

Parents and the child will be fully involved in all outcome setting and their reviews. The Learner Passport will only record that which is additional to, or different from, the

differentiated curriculum and will usually focus on up to three or four individual outcomes that match the child's needs. Some outcome setting will also involve other agencies such as Health, Speech and Language service or the ASET team. Individual Learning Plans are reviewed at least termly and this ensures the outcomes are relevant and the child is receiving the most appropriate and effective support. If a child makes accelerated progress and moves to be working at the expected level for their age group, collaborative decisions may lead to the child being removed from the SEND register. This is when additional support is deemed to be no longer necessary.

Application for Education, Health and Care needs Assessment

SEND support will be adapted depending on how effective it has been on achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the child, the child has not made the expected progress then the parents and other relevant professionals will consider requesting an Education, Health and Care needs assessment. This application will be composed by the school's SENDCO. Where a request for a statutory assessment is made by the school, the child will have demonstrated significant cause for concern. The local authority will need information about the child's progress over time and will also need documentation in relation to the child's special educational needs and/or disability and any action taken to deal with those needs, including any resources or special arrangements put in place. This will require close collaboration with professionals including an Educational Psychologist. The school will be required to state clearly the reason for the referral and provide a range of evidence and information including: recording the views of the parents; where possible the views of the child; records on the already completed cycles of plan, do and review; any relevant medical information; all the records of support from within school and also those from the other agencies involved. The assessment process will: focus on the child; enable the child and their parents to express their views and feelings and be at the centre of the decision making; highlight child's strengths and capabilities; tailor support to individual needs; adopt a tell me once approach; bring together relevant professionals and deliver an outcomes focused and coordinated plan for the child and their parents. All decisions about the content of the EHCP will be made openly and collaboratively with parents and children. The plans will include how services will be coordinated, provision allocated and will show clear outcomes expected from this additional support. Outcomes are defined as the benefit or difference made to an individual as a result of an intervention. They should be personal and not expressed from a service perspective. It will describe what the expected benefit will be to the individual as a result of the intervention provided. These outcomes will be broken down and short term outcomes will be set out in an Individual Learning Plan and be implemented, at least in part and as far as possible, in the normal classroom setting. The

delivery of the interventions recorded in the Individual Learning Plan will continue to be the responsibility of the class teacher.

Reviews of an Education, Health and Care Plans

All Education, Health and Care plans must be reviewed at least annually with the parents, the child (where appropriate), the school and relevant professionals to consider whether any amendments need to be made to the description of the child's needs or to the special educational provision specified in the plan. The review should be a celebration on what the child has achieved as well as any difficulties that need to be resolved. At least four weeks prior to a review, parents, SEND section and any professionals involved will be invited to the meeting through the SEND Hub. At points of transition, e.g. moving on to secondary school, the SENDCO of the receiving school will also be invited to attend the final review in the school of pupils with an EHC plan. This will allow the receiving school to plan an appropriate Individual Learning Plan/profile to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transition will occur. All advice and reports received prior to the meeting will also be shared with the relevant parties via the SEND Hub. Following the review, the school will send a review and relevant supporting documents to the local authority, via the Hub, stating the recommendations and any amendments to be made to the EHC plan.

Publishing Information: SEND information report

In line with the requirements set out in the Code of Practice (DfES 2014) the school publishes information on the school website. This information is updated annually and it is written by the SENDCO in collaboration with the Head teacher and the SEND Governor.

Reviewing the Policy

This policy will be reviewed by governors on an annual basis.