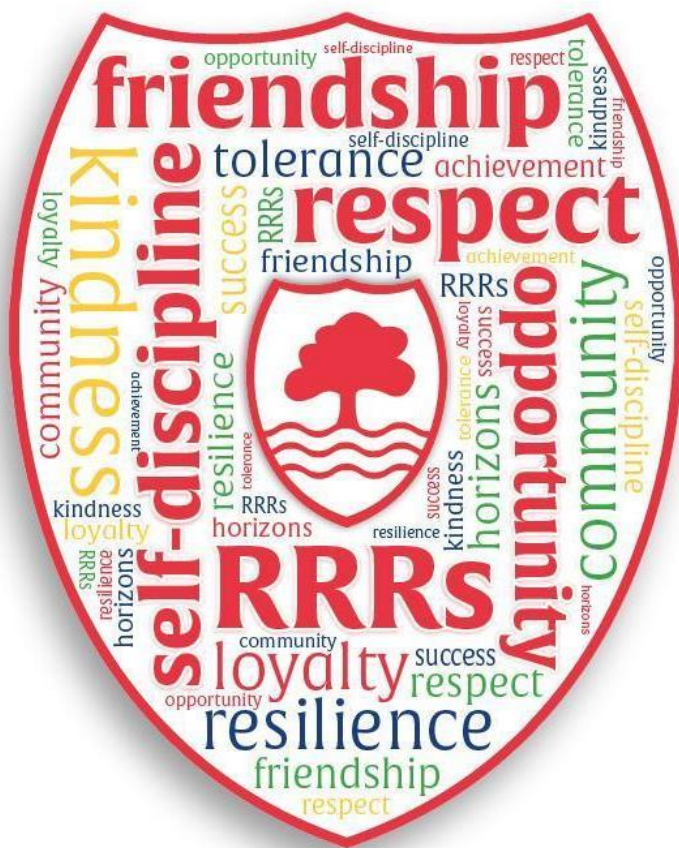


OAKMERE PRIMARY SCHOOL

Special Educational Needs and Disabilities POLICY



Policy Approval Date: January 2026

Review date: January 2027

Introduction:

Oakmere Primary School has an Inclusion team that works alongside class teachers and teaching assistants to support the learning of the children with SEND. This team includes the Inclusion Coordinator (INCo) Mrs Heena Gadhvi, Special Educational Needs Co-ordinator (SENCO) Mrs Caroline Gordon, our Wellbeing Champion; Miss Lyndsey Jennings and a named Governor responsible for SEND, Gill McKenna. Mrs. Heena Gadhvi and Mrs Caroline Gordon have both achieved the National SENCO qualification. Together, the team ensures that the Oakmere Special Educational Needs and Disabilities Policy works within the guidelines and inclusion policies of the Code of Practice (2014) the Local Education Authority, and other policies currently within the school.

At Oakmere Primary School, it is the belief that all children have an equal right to a broad and balanced curriculum which will enable them to achieve their full potential. We are an inclusive school and no child will be discriminated against due to an identified special educational need or disability (SEND).

We use our best endeavors to provide special educational provision, that is 'additional to and different from' that provided within the differentiated curriculum for pupils for whom this is required. (Code of Practice September 2014).

Definition:

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special Educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting. In England, health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. (Code of Practice, 2014)

The code of practice (2014) refers to four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

Aims and objectives:

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- to ensure that there is a clear process for identifying, assessing, planning, providing and reviewing for SEND children
- to encourage all children to become independent learners through effective scaffolding and multi-sensory learning approaches
- to request, monitor and respond to parents/carers and pupils' views in order to evidence high levels of confidence and partnership
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil needs, through well targeted continuing professional development
- to ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- through reasonable adjustments enable all children to have full access to all elements of the school curriculum
- to work in co-operation and productive partnerships with the Local Education Authority, and external professionals to ensure there is a multi-professional approach to meeting the needs of individual children

Equal Opportunities and Inclusion:

Through all subjects we ensure that the school meets the needs of all taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-cultural society.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing a differentiated curriculum

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of a multi- sensory approach
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

Access to the Curriculum:

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities. This will enable them to experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. All children on the special needs register have individual targets which form part of the graduated approach.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Identification, Assessment and Provision:

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification in order to remove barriers to learning and making effective provision in improving the long-term outcomes for children with SEND. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

Provision for children with special educational needs is a matter for the whole school. The governors, the Head Teacher, the inclusion team and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities.

Emphasis is placed on identification in the Early Years Foundation Stage through home visits prior to admission, observations, health service agencies referrals, e.g. speech therapy. Initial response to concerns about a pupil's ability to learn will be raised by the teacher to the parent.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from

other partners in their Early Year's setting.

The class teacher and Inclusion team will use this information to:

- provide starting points for the development of an appropriate curriculum.
- identify and focus attention on action to support the child within the class.
- use the assessment processes to identify any learning difficulties.
- ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

Monitoring children's progress:

Assessment of attainment and progress for every child is done through termly Pupil Progress meetings along with continual teacher assessment. Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. High-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Where children are identified as not making progress in spite of this input, the school will seek to remove barriers to learning and put effective additional or different educational provision in place. This begins the cycle of 'Assess, Plan, Do, Review' with the child at the centre of the process.

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not making expected progress. Under these circumstances, teachers will complete a SEND concern form for the Inclusion team. They will then observe the child in class to advise next steps.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

The Graduated Approach, set out in the 2014 Code of Practice, is the template for our system of identifying children with SEND and addressing their needs and forms part of our whole school system of monitoring and evaluating the progress and attainment of all pupils.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a period of up to 6 weeks. If no progress is noted after this time the child may be added to the school SEND register with parental permission.

The class teacher after discussion with the SEND team will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with parents and young person.

The Nature of Intervention:

The inclusion team and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with TA support.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the Inclusion team, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and Inclusion team.

The Inclusion team will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

The use of outside agencies:

If a child is making insufficient progress despite interventions we may seek advice from external professionals for individual children.

They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external professional may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.

- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

School Request for Statutory Assessment or Education Health and Care Plans (from September 2014):

A request will be made by the school to the local authority if the child has demonstrated significantly high levels of need. The local authority will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral.

Children with an EHCP will be reviewed termly in addition to the statutory annual review. When this coincides with transfer to high school, the Inclusion team from the secondary school will be informed of the outcome of the review.

The role of the SENCO and the Inclusion Coordinator, and what provision looks like at Oakmere Primary School:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with and advising fellow teachers
- liaising with parents of children with SEND
- contributing to the professional development of staff
- liaising with local secondary schools so that support is provided for Y6 pupils as they prepare to transfer
- liaising with external agencies including the local authority support and educational psychology services, health and social services and voluntary bodies
- co-ordinating and developing school based strategies for the identification and review of children with SEND
- making regular visits to classrooms to monitor the progress of children on the SEND register
- maintain the SEND administration and overseeing related record keeping
- liaise with external professionals

- meet with parents/carers and teachers together to discuss appropriate strategies
- contribute to CPD for all staff
- ensure that SEND pupils are effectively included in the life of the school
- working with class teachers on updating SEND management paperwork
- ensure teaching staff and teaching assistants have access to relevant courses
- performance manage and observe the teaching assistants
- contribute to recruitment of teaching assistants
- keep staff informed of recent SEND literature/research and courses.
- convening, chairing and recording annual reviews of statements/EHC plans.

Reasons for a child being added to the SEND register may include the fact that they:

- make little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- has communication and/or interaction difficulties, and continues to make little or no progress.

Partnership with parents/carers:

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents always have access to the Head Teacher, and SEND team through a school admin email address or they can telephone the school.

Allocation of resources:

The Head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The Head teacher and Inclusion team meet regularly to agree on how to use funds directly related to EHCP plans.

The role of the governing body:

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Head teacher reports the outcome of the annual policy review to the full governing body which then reviews this policy and considers any amendments required.

Monitoring and evaluation:

The Inclusion team monitor the movement of children within the SEND system in school and provide staff and governors with regular summaries of the impact of the policy on the practice of the school. The Inclusion team and the Head teacher hold regular meetings to review the work of the school in this area. In addition, the Inclusion team and the named governor with responsibility for special needs also hold regular meetings.