



Oakbridge CofE Primary School

SEND POLICY

Growing compassionate and courageous learners; building successful futures.

Vision Statement

With love and compassion, we nurture kind children who care deeply. Rooted in our community and valuing God's world, we share a responsibility to the world around us. Everything is possible through our courage and determination to learn and achieve excellence together.

Theological Underpinning: Wise and foolish builders Matthew 7:24-7

The Wise and Foolish Builders

²⁴ "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock. ²⁵ The rain came down, the streams rose, and the winds blew and beat against that house; yet it did not fall, because it had its foundation on the rock. ²⁶ But everyone who hears these words of mine and does not put them into practice is like a foolish man who built his house on sand. ²⁷ The rain came down, the streams rose, and the winds blew and beat against that house, and it fell with a great crash."

Executive Headteacher: Nikkie Godbold

Named personnel with designated responsibility for SEND

Academic year	SENCo	SEND Nominated Governor	Chair of Governors

Written by	
Ratified by Governors	
Date for Review	

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation: Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

The Special Educational Needs and Disability 3 Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information reports

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School Vision

Objectives and aims

This policy is written to ensure that everyone working in our school is clear about the ethos, principles, procedures and practice for pupils with Special Educational Needs and Disabilities (SEND). Every adult within our school must follow this policy.

Our school aims to:

- Provide all our children with a safe and happy school in which learning is valued as an enjoyable experience.
- Provide a stimulating and well- resourced environment so that high standards can be reached.
- Offer children an environment where they are able to be healthy and have a good sense of well-being, promoted through all aspects of the curriculum as well as designated programmes.
- Create an environment where children appreciate the satisfaction to be gained from attending school regularly, hard work, persistence, and personal and class and whole school achievement.
- Help children to further develop moral values, and the confidence to make considered decisions, developing habits of self-discipline and acceptable behaviour.
- Help children develop the social skills and empathy required to establish good relationships with other children and adults, in work and play situations, working co-operatively together.
- Work with children to develop an awareness of self, sensitivity and tolerance towards others, respecting and appreciating each other's feelings, views and capabilities.
- Encourage a sense of community within the school, which promotes mutual responsibility, further developed by involvement in the wider community.
- Encourage children to extend their range of interests and natural enthusiasm, allowing them to develop as individuals, with confidence and self-esteem.
- Nurture the partnership role between Governors, School, and Home believing that close co-operation between these parties is for the absolute benefit of the children for whom we are jointly responsible. We are committed to inclusion for all our children and recognise they are entitled to an education that enables them to make progress so they can achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

Aims of our Special Educational Needs and Disabilities and Inclusion policy

- All pupils are the shared responsibility of all staff
- Establish systems for the early identification of all pupils who have special educational needs, are vulnerable and who are gifted and talented
- Parents are involved fully as partners in their children's learning
- Provide differentiation and personalisation which supports, extends and challenges within a broad and balanced curriculum
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement
- Factual and clear records that follow the pupil through their education in school
- Transitions are managed appropriately
- Staff will be given appropriate training, advice and support to allow them to meet a wide range of needs
- Pupils will be encouraged to give their views on what learning is like for them
- SEND and high needs funding will be used efficiently to ensure good progress of all pupils with additional needs
- Maintain close links to acquire support, where required, from support services, other schools and external agencies
- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND and Inclusion policy

6.1 All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

This should enable them to:

- achieve their best
- become confident individuals living fulfilled lives
- make a successful transition into adulthood, whether into employment, further or higher education or training

Things we must do:

- endeavour to make sure that a child with SEND gets the support they need – this means doing everything we can to meet the needs of children and young people with SEND
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision

- inform parents when we are making special educational provision for their child
- prepare a SEND information report, which we publish on our school website
- state our arrangements for the admission of disabled children
- state the steps being taken to prevent disabled children from being treated less favourably than others
- provide facilities to enable access to our school for disabled children and publish our accessibility plan on our school website showing how we plan to improve access progressively over time
- have due regard to the general duties to promote disability equality.

A member of our governing body or a sub-committee has specific oversight of the school's arrangements for SEND and disability. This person is identified on the front page.

All school leaders will regularly review how expertise and resources to address SEND can be used to build the quality of whole-school provision as part of our approach to school improvement. The quality of education and the progress made by pupils with SEND is a core part of our school's performance management arrangements and its approach to professional development for all teaching and support staff. In addition, this also contributes to our school self-evaluation.

Definition

We believe that inclusion means providing equal opportunities for all learners, regardless of age, gender, ethnicity, attainment or background. A child is defined as having Special Educational Needs or Disabilities (SEND) if they have a learning difficulty which calls for special educational provision to be made if he or she finds it much harder to learn than children of the same age.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age.
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school.

Special education provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

How Do Teachers Identify Pupils with SEND

6.2 Every school is required to identify and address the SEND of the pupils that they support.

6.36 Teachers are 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.

The identification of SEND is built into our overall approach to monitoring the progress and development of all our pupils.

The steps below outline the process that you as a teacher will follow to identify pupils with SEND.

1. If there are concerns regarding a child, whether it is due to a lack of academic progress, development or social need, it will be noted and dated on the child's records. This is referred to as a 'short note' in the SEND CoP. It is imperative that the initial concern is logged and dated. This will be stored on the school BromCom system. The SENCo will be informed of concerns within 2 working days. (If there is a child protection issue then our school's safeguarding procedures MUST be followed)
2. If a parent or pupil also raises a concern, this must be taken seriously, and we must listen to these concerns. These will be noted and dated on the child's records, as above. The SENCo will be informed of the concern within 2 working days and log as above. (If there is a child protection issue then our school's safeguarding procedures MUST be followed)
3. At this point the child is not regarded as having SEN. How well the child responds or otherwise to the adjustments will determine if s/he has SEN.
4. The class teacher will discuss the concerns informally with the parents/carers and gather information about what the possible barrier to learning is. Our SENCo will support, if required. You will make any reasonable adjustments to your teaching that are required and report at the next pupil progress meeting on the impact of your adjustments (or at the next agreed time - this will be a maximum period of one term).

6.21 Persistent disruptive or withdrawn behaviors do not necessarily mean that the child has SEND.

Where there are concerns this needs to be logged and an assessment made by the class teacher, supported by the SENCo, if required. This is to determine whether there are any causal factors such as unidentified learning difficulties, difficulties with communication or mental health issues. If appropriate, the SENCo may approach others such as Early Help as per the guidance in North Yorkshire Council's (NYC) Ladder of Intervention. Any child in our school with SEND will not be discriminated against, sanctioned or disciplined due to their special educational need.

6.17 Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.

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 child and their peers.
- widens the attainment gap.

6.18 It can include progress in areas other than attainment - for instance where a pupil needs to make additional progress with wider development or social needs to make a successful transition to adult life.

6.23 Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

5. At this point, a decision as to whether the child has SEND will be made in conjunction with the SENCo. The child or young person (CYP) is now described as being at 'SEND Support'. They will appear as Code K on the school census. If required, we can seek advice from the local SEND Hub manager to clarify our decision. This will be undertaken by the SENCo.

6. Our SENCo will maintain a list of pupils who have been identified as having SEND on our SEND list. All teachers can access this list to see the records for the pupils they teach. This is password protected. Anyone accessing this list must treat the content in confidence and in line with General Data Protection Act 2018 and Protection Regulations 2017 (GDPR). Each CYPs documents can be accessed via TEAMS. It is the responsibility of the class/subject teacher to look regularly at the content for their pupils for any updates. Staff will be alerted to any new information via e-mail. All information such as SEND support plans, communications, reports, EHCPs, annual reviews etc. are available via TEAMS. This must be kept up to date in line with our policy. Teachers are required to upload any information and plans to the correct pupil file within 5 working days of them being received or written.

There are **4** broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

If you would like further clarification of these areas of need, then consult the SEND CoP 6.28- 6.35 or discuss with our SENCo. To assist us, NYCC has banding descriptors for each area of need.

Special Educational Provision

Once the CYP has been identified as having SEND then the formal process begins. We must take action to remove barriers to learning and put effective special educational provision in place. This is called the Graduated Response. It is a 4-part cycle: Assess, Plan, Do and Review. Parents must be informed that their child has SEND and that additional and different provision is being provided for their child. Parents will be signposted to NYCC special educational needs and disabilities advisory and support service (SENDIASS) and the local offer. A link to this can also be found on our school website.

The graduated response is outlined below:

1. Assess.

Assess CYPs needs – this happens at the start of each termly cycle to ensure we obtain a clear analysis of the CYP's need. The SENCo will support if required. We will ensure that the assessment informs any adjustments, approaches, resources, intervention and/or support required.

2. Plan.

This will be undertaken at least termly with the parents and CYP. The views of parents and pupils are of paramount importance. This will be recorded on the plan. The plan is written by the class teacher, supported by the SENCo if required. We use the SEN Support Plan template. The focus will be on how to overcome the barriers to learning identified in the assessment. An agreed date to review the plan with the parents will be made at this meeting. Teachers are advised to refer to our whole school provision maps to help plan any adjustments, approaches, resources or interventions required. If additional adult support is to be provided whether in-class or outside of class, it must be clear how, what and when this will be undertaken. The class teacher is responsible for monitoring the impact, supported by the SENCo. The additional adult support is someone who must be suitably trained to undertake the intervention. The autumn plans will be written before the October half term holiday, the spring and summer plans will be written within the first two weeks of each term. The plans will be uploaded onto our server within 5 working days of the meeting and a copy given to the parent. The date of the next meeting will be put into the school diary. Do not agree to any evidence-based interventions being put into the plan without first consulting the SENCo to ensure availability of the person delivering it. The SENCo will monitor the quality and appropriateness of the plans.

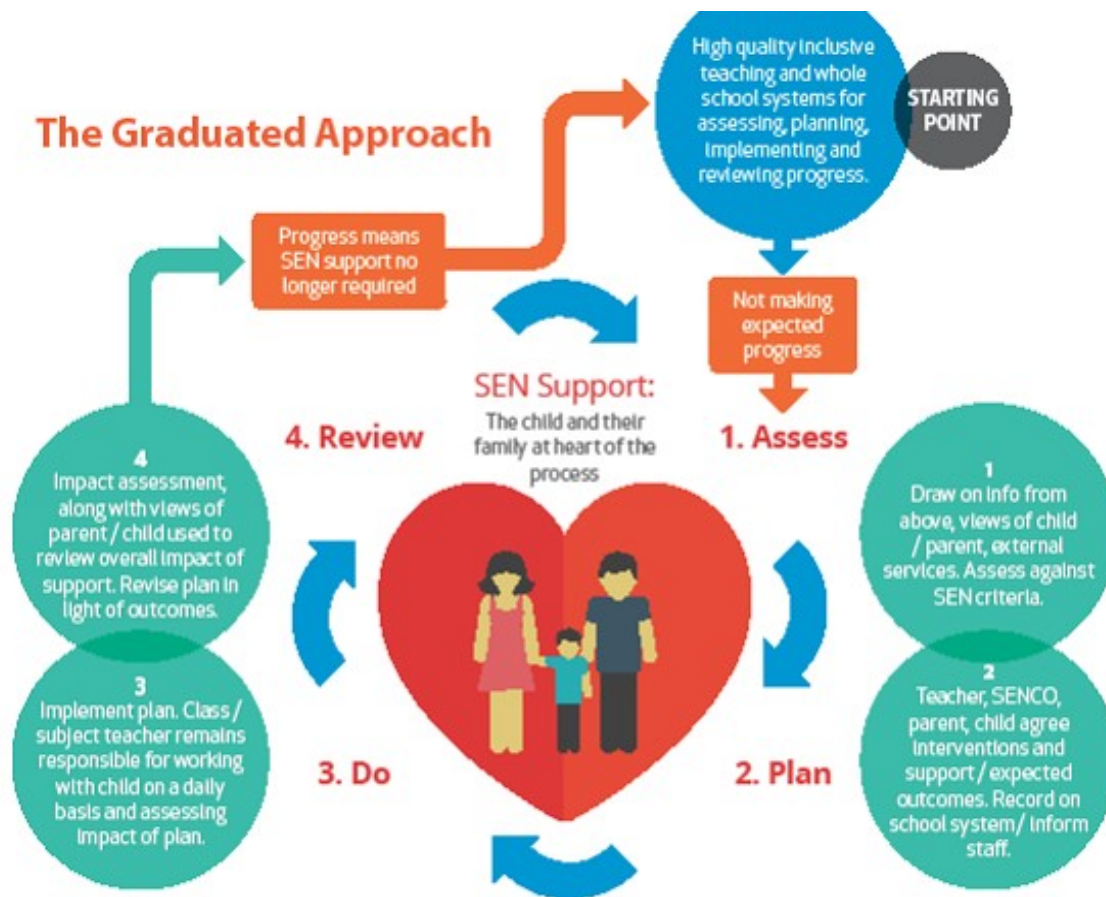
3. Do.

The class teacher remains responsible for the child. Where provision is provided by teaching assistants (TAs) or specialist teachers, the responsibility remains with the class teacher. TAs must supplement and not replace teachers. Teachers are still

required to work with the child to plan and assess the impact of any adjustments, support or interventions. The SENCo will support the class teacher in the further assessment of the child’s particular strengths and needs, by problem solving Building Futures with Love and advising on the effective implementation of support. The SENCo will monitor this provision.

4. Review

The class teacher will review the plan with the parents and CYP on the agreed date. The impact and quality of the support and interventions will be evaluated. This will feed back into the analysis of the pupil’s needs. Parents will be given clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.



Involving Specialists

If at any point the class teacher in consultation with the SENCo feels they need additional advice and support from an outside agency, then the consent of the parent must be obtained first. This would be undertaken by the SENCo, in consultation with parents and teachers when a pupil continues to make little or no progress or where they continue to work at levels substantially below those

expected of pupils of a similar age despite evidence-based interventions/adjustments. These interventions/support will be delivered by appropriately trained staff. The class teacher will be asked to support the completion of the application. Class teachers are expected to engage with the outside agency the school has approached, incorporate their recommendations into their plans, and facilitate information sharing between the parents/carers and the outside agency.

Transition

SEND support will include a plan for effective transition between phases of education. The child's file, including all provision maps and a record of all interventions will be forwarded to the new setting. This will be completed in a timely way so that the receiving establishment has all the relevant information they require. The SENCo will support the class teacher with any additional transfer records.

Education, Health and Care Plans (EHCP)

If a pupil has a lifelong or significant difficulty, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by the parent. This is usually requested when the complexity of need, or lack of clarity around the need, is deemed necessary for a multi-agency approach to assessing need and identifying provision. Once information is gathered the request goes forward to a panel which judges if the pupil is eligible for an EHCP. If an EHCP is granted, this would be reviewed annually in school with parents and any other agencies that would be deemed necessary. Where a child is in receipt of an EHCP, the provision in Section F of the EHCP must be provided. Our teachers remain responsible for the CYP's progress. There will still be termly reviews and the graduated response will remain in place. In addition, there will be an 'Annual Review' held each year. This must be before the date of the anniversary of the plan being issued. The SENCo or member of our senior leadership team will chair the meeting and complete the required paperwork. For further details about this process and who is invited, please discuss this with the SENCo.

Confidentiality

Staff may have access to personal data about pupils and their families, which must be always kept confidential and only shared when legally permissible to do so and in the interest of the CYP. Records should only be shared with those who have a legitimate professional need to see them. Staff should never use confidential or personal information about a CYP or her/his family for their own, or others' advantage (including that of partners, friends, relatives or other organisations). Information must never be used to intimidate, humiliate, or embarrass the child. Confidential information should never be used casually in conversation or shared with any person other than on a need-to-know basis. In circumstances where the CYP's identity does not need to be disclosed the information should be used anonymously. There are some circumstances in which a member of staff may be expected to share information about a CYP, for example when abuse is alleged or

suspected. In such cases, individuals have a responsibility to pass information on without delay, but only to those with designated safeguarding responsibilities or to statutory services. If a CYP, or their parent / carer makes a disclosure regarding abuse or neglect, the member of staff should follow our school safeguarding procedures.

Roles and Responsibilities

Our school leaders and teaching staff, including the SENCo, will analyse data to identify any patterns in the identification of SEND, within the school and in comparison, with local and national data. We will then use this information to reflect on and improve the quality of education. The SENCo will use the data dashboards to compare our school with local and national data annually and report to our senior leadership team. (The January census is used, and the data is supplied by NYCC at the end of the summer term or early autumn term each year).

Role of the Governors

Our Governing Body will work with our Headteacher to ensure that our school meets its responsibilities under the Children & Families Act 2014 particularly section 66 regarding using their best endeavours and Equality Act 2010.

Our Governors must have regard to the SEND Code of Practice.

Our Governors must ensure that a Special Educational Needs Coordinator (SENCo) is appointed and that they are qualified, i.e., they are a qualified teacher and have the national award for special educational needs and disabilities (NASENCo). If our SENCo does not have this award on the day they are appointed, then our Governing Body must ensure it is achieved within 3 years of their appointment. This also applies to the Headteacher if they take on the role of SENCo.

6.3 There should be a member of the Governing Body or a sub-committee with specific oversight of the school's arrangements for SEND and disability. School leaders should regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.

6.97 They should consider their strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at groups, such as the pupil premium.

In our school, this means that a SEND Governor is appointed to work directly with the SENCo and other members of the senior leadership team and report to the governing body about matters related to SEND.

The Governors must publish at least annually a SEND Information report.

6.79 The Governing Bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the Governing Body or the proprietor's policy for pupils with SEN. The information published should

be updated annually and any changes to the information occurring during the year should be updated as soon as possible.

The report must contain as a minimum the 14 bullet points listed in section 6.79 of the SEND CoP and will include arrangements for supporting CYP who are looked after by the local authority and have SEN. Therefore, we will produce this annually and it will be uploaded onto our school website.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

Role of the SEND Governor

Our SEND Governor will:

- be familiar with the SEND Code of Practice 2015 particularly Chapter 6
- be a critical friend to our SENCo by visiting at least once a term
- be aware of the numbers of CYP at our school with SEN and disabilities
- be aware of our SEND action plan

Monitor:

- the progress and attainment of our CYP with SEND
- attendance rates of our CYP with SEND
- fixed term and permanent exclusion rates of our CYP with SEND
- any internal exclusions including the frequency and length of time our CYP with SEND are sent out of lessons as a behaviour management strategy

Ensure:

- that our CYP are not being unfairly treated due to their SEND, for example being disproportionately being sent out of lessons, or excluded from taking part in wider educational experiences
- that our CYP receive a broad curriculum and social experiences, including that they don't disproportionately miss out on curriculum content, creative activities and break times in order to access additional support
- that all policies are non-discriminatory regarding pupils with SEND

Investigate:

- the gaps or differences in our performance, attendance or exclusion (including internal exclusions) levels between our CYP with and without SEND
- our strengths and areas for development regarding SEND provision

- how SEND is represented in our school development plan, and whether progress is being made towards targets
- the views of our parents of CYP with SEND, about their experience of the school's SEN provision
- the views of our CYP with SEND including their enjoyment and experience of learning
- the views of our teachers, about their ability to implement the SEND plan.

Report:

- each term to our full Governing Board on their findings

Role of the Headteacher

The Headteacher is responsible for the strategic development, policy and provision in our school. They are responsible along with the governing body to ensure our school meets its responsibilities under Children and Families Act 2014 and the Equality Act 2010.

The Headteacher along with other members of our senior leadership team and SENCo will publish a clear picture of the resources (e.g. a whole school provision map) that are available to the school.

Our Headteacher will ensure that any member of staff working with any CYP who has SEND is aware of their needs and has arrangements in place to meet them.

Role of the SENCo

6.87 The SENCo has an important role to play with the Headteacher and governing body, in determining the strategic development of SEND policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.

6.88 The SENCo 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.

6.89 The SENCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCo should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high-quality teaching.

6.90 The key responsibilities of the SENCo will include:

- ***overseeing the day-to-day operation of the school's SEND policy***
- ***co-ordinating provision for children with SEND***

- ***liaising with the relevant Designated Teacher where a looked after pupil has SEND***
- ***advising on the graduated approach to providing SEND support***
- ***advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively***
- ***liaising with parents of pupils with SEND***
- ***liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies***
- ***being a key point of contact with external agencies, especially the local authority and its support services***
- ***liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned***
- ***working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements***
- ***ensuring that the school keeps the records of all pupils with SEND up to date***

Our school will ensure that the SENCo has sufficient time and resources to carry out these functions. We will provide our SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

Our SENCo has a strategic and operational aspect to their role.

The monitoring of SEND provision in our school is an essential role of our SENCo, as it will inform any areas for development. Monitoring and evaluating the progress of pupils with SEND is an integral part of our whole school system to monitor and evaluate achievement, teaching and learning, behaviour, leadership and management.

This will be undertaken in a variety of ways such as, but not limited to:

- classroom observation with a focus on: SEND provision, resources and environment
- scrutiny of all SEND support plans content, implementation and impact.
- quality assure the delivery of any interventions
- ongoing assessment of progress and impact made by intervention groups
- work sampling of pupils with SEND at least termly via book scrutinies

- attendance at pupil progress meetings
- CYP questionnaires/discussions: after interventions, about support/provision in class and homework
- teacher/TA questionnaires/discussions
- effective deployment, preparedness and practice of TAs including teaching assistant interactions and questioning skills
- informal/formal feedback from staff, parents and CYP
- CYP progress tracking, using assessment data (whole-school processes)
- attendance records of pupils with SEND
- whole school provision map
- pupil premium scrutiny and impact (similarly for Covid catch-up funding if appropriate)
- supporting CYP and staff with effective transition
- consider examination/test access arrangements
- support CPD with a focus on SEND in school
- termly meeting with our SEND Governor and report to our senior leadership team

Role of class teachers

6.36 Teachers are 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.

The role of the class teachers is to:

- support the SENCo and our senior leadership team to implement this policy and have due regard to the SEND CoP
- support and engage with the SENCo regarding the SEND monitoring role
- identify pupils with SEND
- write effective SEND support plans, and implement and review them, as set out in this policy
- set high expectations for every CYP including those with SEND
- liaise effectively with parents and listen and act upon their concerns
- use appropriate assessments to identify barriers to learning and set targets that are ambitious for all CYP

- plan lessons that will address potential areas of difficulty and remove barriers to achievement
- endeavour to meet the needs of CYP with SEND
- make reasonable adjustments to overcome barriers to learning
- remain responsible for working with the CYP on a daily basis
- keep abreast of SEND initiatives and CPD

Role of all support staff (including MSAs, ATAs)

The role of the support staff is to:

- ensure CYP become independent, resilient learners
- promote self-esteem and social inclusion
- develop their knowledge of the curriculum
- work collaboratively with class teachers to overcome any barriers to learning
- report any observations about the CYP they are supporting to the class teacher
- contribute to reports for reviews of CYP with SEND
- attend CPD and keep abreast of initiatives
- follow the TA Standards (if appropriate)

Support staff will work closely as part of the teaching team and under the guidance of class teacher and SENCo.

Support staff will be fully trained within interventions they are supporting and will provide feedback to the teachers regarding the CYP's progress and observations made.

SEN Information Report

Our school provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

