



Oxbridge Lane Primary School Special Educational Needs and Disability Policy

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Policy prepared by	Sam Franklin SENDCo
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Oxbridge Lane Primary School

SEND Policy

Abbreviations used in this document: SEND Special Educational Needs/ Disability; SENDCO Special Educational Needs/ Disability Co-ordinator; LA Local Authority

Introduction

Oxbridge Lane has a named SENCO (Mrs Franklin) and a named Governor responsible for SEND. They ensure that Oxbridge Lane's Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2015), the Local Authority and other policies current within the school.

At Oxbridge Lane Primary School we will:

- Welcome everyone
- Establish strong links between home, school and community
- Endeavour to reach our full potential and celebrate our achievements
- Care for, encourage and respect each other
- Support each other to stay safe, healthy and make a positive contribution to our world.

At Oxbridge Lane Primary we are dedicated to providing an inclusive and supportive learning environment for all children, regardless of their abilities, disabilities, backgrounds, or other characteristics. We work to ensure that every child has the opportunity to receive a quality education, participate fully in all aspects of school life, and develop to their full potential. As a school we establish strong links between home, school and the community to ensure we support the whole child.

We use our best endeavors to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the SEND Code of Practice.

What are special educational needs?

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. 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.

The four areas of Special Educational Needs as outlined in the Code of Practice are:

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

The school recognises that pupils at school with medical conditions should be properly supported and 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. Some may also have special educational needs/ disabilities (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 (2015) is followed.

This SEND policy details how, at Oxbridge Lane, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

The aims of this policy are:

- To ensure that all teachers are teachers of SEND.
- To create an environment where all pupils with SEND flourish and make progress and deserve to have their successes celebrated
- To make clear the expectation that the voice of the parents and the voice of the child will be listened to and valued
- 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 SEN
- To request, monitor and respond to parents/carers and pupil's 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 need, 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 to enable all children to have full access to all elements of the school curriculum
- To work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

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-ethnic society. We also measure and assess the impact regularly through Pupil Progress meetings to ensure all children have equal access to succeeding in this subject.

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 support for children who need help with communication, language and English
- planning to develop children's understanding through the use of all available senses and experiences
- 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

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

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 Years setting and the class teacher and SENCO 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.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

The Role of The SENCO and what Provision Looks like at Oxbridge Lane

The Special Educational Needs Co-ordinator's [SENCO] responsibilities include:

- 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.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local secondary schools (through the Year 6 teachers) so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LA's 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.

Monitoring Children's Progress and our Graduated Response

All teachers are teachers of SEND.

Through regular Pupil Progress meetings, children's needs can easily be identified. Once the barrier to learning has been identified, staff will put a strategy in place to support the child. This first step is recorded as an Inclusion Note. Through half termly observations and discussions decisions will be made to keep embedding the strategy, try a new strategy or raise to a Watch List Note. At Watch List level more strategies are put in place and we begin a person centered approach whereby a discussion is held with both parents and child about what they find hard/difficult as well as what their strengths are. As with Inclusion Note, these are reviewed by staff each half term. If a decision is made to formally register a child then they will move to following our SEN Cycle.

In order to help children with special educational needs, Oxbridge Lane will adopt a graduated response (our SEN Cycle) – Assess, Plan, Do, Review. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of a SEND Support Plan (SSP). These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENCO, parents and young person, termly. The SENCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment/Education Health and Care Plan, we will provide the LA with a record of our work with the child to date.

Partnership with parents

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.

The school website contains details of our policy for special educational needs and a link to a PowerPoint presentation which includes the arrangements made for children in our school with special educational needs in our School Offer.

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 each term 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 SENCO through a school email address, appointment or telephone call and parents and children have access to the School's Website which has a dedicated section to Special Educational Needs.

The Use of Outside Agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. 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 specialist may act in an advisory capacity or provide additional specialist assessment. 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 English 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 / Education Health and Care Plans

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA 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 pen portraits 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 English and Maths.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of both the child and the parent through the completing of a What Matters Island.

The parents of any child who is referred for statutory assessment / Education Health Care Plan will be kept fully informed of the progress of the referral. Children with a statement of special educational needs / Education Health Care Plan will be reviewed each term in addition to the statutory annual assessment. When this coincides with transfer to secondary school, the SENCO from the secondary school will be informed of the outcome of the review.

SEND Support Plans (SSPs)

Strategies employed to enable the child to progress will be recorded within a SEND Support Plan. Using a child-centred approach, overarching targets for the year will be set with both parents and pupils. From these broader targets a short term SSP will be created which will include:

- 'SMART' targets set for the child; small steps which are achievable within the timescale and work towards their

achievement of the overarching target.

- The teaching strategies to be used.
- The provision to be put in place.
- The SSP is a working document and updated when necessary. It should be reviewed termly with review dates recorded.
- SSPs are shared with both children and their parents. The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

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 and 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. 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.

Allocation of resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care plans.

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

The Head Teacher and the SENCO meet annually to agree on how to use funds directly related to EHCPs.

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 Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

Monitoring and Evaluation

The SENCO monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up SSPs. The SENCO and the head teacher hold regular meetings to review the work of the school in this area. In addition the SENCO and the named governor with responsibility for special needs also hold regular meetings.

Complaints

Any complaints with regards to SEND provision should be referred to the Head Teacher and Governing Body following the complaints procedure established by the school. Information about Parent Partner Services and Independent Parent Supporters is available from the LA.

This policy is supported by the SEND Code of Practice and information held by SENDCo which is available to all teachers.