



POLICY: Special Education Needs and Disability	SIGNATURE CHAIR OF GOVERNORS: <i>Gavin C Brown</i>
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SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

FOR OXLEY PRIMARY SCHOOL

VERSION: FEBRUARY 2025

INTRODUCTION - AIMS AND OBJECTIVES

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above, or would do so if special educational provision or reasonable adjustments were not made for them.

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.

These difficulties may be caused by a problem with sight, hearing, speech, language and communication, a developmental delay or disorder, an emotional or behavioural difficulty, a medical or health problem or a physical disability. At Oxley we are committed to using our best endeavours and reasonable adjustments to provide an appropriate and high-quality education for all children which enables them to:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make successful transition to their next phase of education.

At Oxley Primary School, we have the highest aspirations and expectations for all pupils, including those with special educational needs.

We aim to achieve a community where parents / carers and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to enable outstanding outcomes for children with SEND.

We aim to provide all children, including those with special educational needs and disabilities, with a broad, balanced academic and social curriculum, which is accessible and ensures they are fully included in all aspects of school life and feel equally valued and fully part of the school community.

To achieve this aim, we will:

1. Strive to establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all children can be happy, flourish and feel safe.
2. We will respond to learners in ways which take account of their varied needs and life experiences, moving away from an approach that locates a problem within the child, but means doing everything we can to meet a child's SEND.
3. We are committed to identifying a pupil's special educational needs at the earliest point and then making effective provision as this is known to improve long term outcomes.
4. Work in close partnership with parents and carers to achieve these aims. We are committed to parents and carers participating as fully as possible in decisions and being provided with information and support necessary to enable this.
5. Support pupils themselves to participate in discussions and express their views and be fully involved in decisions which affect them encouraging them to become increasingly effective self-advocates.
6. Work in close partnership with a range of specialist agencies to enable us to provide effective targeted support.
7. Provide support, advice and training for all staff working with pupils with special educational needs to enable them to be increasingly able to adapt teaching to respond to the strengths and needs of all pupils.
8. Appoint a qualified Special Needs Coordinator who will have responsibility for the day-to-day operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have Education Health Care (EHC) plans.

The Headteacher, SENCo, all staff and the Governing Body will work within the guidance outlined in the SEND Code of Practice 0 -25 (2014, updated Apr. 2020)

IDENTIFICATION, MONITORING AND ASSESSMENT OF PUPILS WITH SEND

A pupil has SEND where their learning difficulty or disability calls for special educational provision to be made for them, that is provision different from or additional to that normally available to pupils of the same age. For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils. Class teachers will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings. Class teachers then make regular assessments of progress for all pupils, identifying in particular where pupils are making less than expected progress given their age and individual circumstances. Where a pupil's progress is causing concern, this may 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

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.

All pupils with SEND will be included in a detailed SEND register and / or Provision map, which outlines provision across the school that is 'additional to' or 'different from' that of the well-adapted curriculum on offer at Oxley. The provision map enables the school to:

- Plan strategically to meet pupils' identified needs and track provision
- Audit how well provision matches need
- Recognise any potential gaps in provision
- Demonstrate how staff are deployed
- Cost provision effectively
- Inform parents / carers, external agencies or OFSTED about provision and resource deployment

Broad areas of need as outlined in the SEND Code of Practice (2014)

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

These four broad areas give an overview of the range of needs that the school plans for. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children often have needs that cut across more than one of these areas, and their needs may change over time. In our school, the full range of needs of the children will always be considered in this process.

There are other factors that may impact on progress and attainment:

- Attendance and punctuality concerns (not related to disability)
- Health and Welfare
- English as an additional language
- Being in receipt of pupil premium grant
- Being a 'looked after child'
- Being a child of a serviceman or service woman

Any concerns relating to a child's behaviour may result from an underlying need which the school would work with parents / carers and other professionals (e.g. Educational Psychologist, special school outreach and other specialist services) to identify.

At Oxley, early identification is an essential element in providing support to pupils with SEND. Regular contact is made with pre-school placements, sharing appropriate information to help put in necessary steps prior to transition. Regular open days and information evenings are also held to allow parents/carers to have the opportunity to speak to school staff directly.

At the whole school level, teachers have the opportunity to discuss pupils during pupil progress meetings. They also have the opportunity to meet with the SENCo to discuss provision for those identified from these meetings. Pupil progress meetings are held once per term. All staff are given time to liaise with support staff and the leadership team when determining which form of provision will be appropriate for the individual children.

The Graduated Approach to SEND Support

At Oxley we have a ***graduated approach*** to identifying and meeting pupils' needs. At each stage of support, it is the teacher's responsibility to:

- Identify pupils who may have SEND AFTER quality first teaching approaches have been tried
- Liaise with the SENCo and plan provision
- Inform and involve pupils and parents / carers
- Plan tasks for support staff, if they are working with pupils with SEND - attend review meetings

Identifying and adapting teaching to meet pupils' needs is a process that is in place for all pupils. The school has a rigorous and regular system, through termly pupil progress meetings, to identify where pupils are not making expected progress or working below national expectations. Class teachers will put in place, if necessary, relevant and timely interventions, through quality first teaching, appropriate adaptation and in-class support, aimed at closing the gap or raising the attainment. The class teacher will also talk with parents / carers to ensure there is a shared understanding of pupils' needs and to gain parental perspective on any emerging concerns and areas of strength.

The Graduated Response

The first response will be quality first teaching targeting areas of difficulty through in class adaptation and focus group work. Information regarding concerns will be shared with senior leadership during pupil progress meetings. Ongoing assessments, observations and monitoring will help to track pupil's progress and provide evidence of need.

Monitoring

If the teacher/s continue to have concerns, then an initial concern form will be completed and concerns will be discussed with the SENCo. They begin to gather more evidence, including that from parents / carers and carry out observations, assessments and interventions. This will be carried out over a set number of weeks with a desired outcome and focused targets. Teachers guide the intervention support led by their support staff and monitor the progress of pupils. Parents / carers will be kept informed.

Learners in this category will have access to interventions, but time spent outside of the classroom is to be minimised. Learners may need this type of support for a variety of reasons. This does not necessarily mean that they have a SEND. For example, pupils for whom English is an Additional Language that do **not** have other learning needs may need support, but will not be considered to have SEND.

At Oxley we have a number of structured interventions which are used to support pupils' learning and help boost their progress. They provide a clear structure and have means of tracking individual children's progress which gives staff a clear overview of the impact the intervention is having on the children's progress. Structured Interventions used at Oxley include:

English Support	Maths Support
Toe by Toe (KS1 and KS2) Write from the start (KS1) SNIP (KS2) Precision Teaching (KS1 and KS2)	Plus 1 (KS1) Perform with time (KS2) Power of 2 (KS2) Precision Teaching (KS1 and KS2)

Placement on SEN register

A child will be placed on the SEN register if the outcomes of an intervention review shows possible signs of SEND; progress is limited; pupil requires further adaptations.

If the interventions above do not help resolve the difficulties faced by the child, it may be that there are underlying issues. Information gathered, data and assessments will be considered and an individual education plan (IEP) will be devised. Advice will be given on adjustments, interventions and support, as well as the expected impact on progress, development or behaviour. A clear date for review will be indicated on the IEP and parents / carers will be involved in this process.

All children on the SEND register will also have a one-page profile. This will be a document detailing the needs of the pupil, adaptations that help support the pupil in class, interests and strengths of the pupil and resources that will support the pupil in class. The one-page profile will also have the parents and pupils voice recorded. This document will be shared with new staff, parents and used to support transition.

The pupils at this stage will be listed on the SEND Register and will receive SEND Support that is in 'addition to' or 'different from' the already adapted curriculum. Pupils may be involved in intervention groups, require further assessments or support from external agencies such as specialist teaching services and educational psychologists.

Where necessary a referral will be made, so we can access Specialised Support/Health Services or Family Services. This may/may not lead to a diagnosis of a special need, through which further support will be offered on how to best support this child. Teachers will be required to read and understand any specialist reports/statements/SEND support plans and implement the strategies and approaches suggested, monitoring the progress. The SENCo will monitor this termly. Any CPD arising from this that will benefit the teachers/support staff will be arranged.

The Local Authority SEN Support Plan and Education Health and Care Plan process

In certain circumstances, the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to the school. When this occurs, the school, in consultation with parents, will

consider requesting from the Local Authority either additional funding to provide adequate resources for a SEN Support Plan or assessment for an Education, Health and Care Plan, as appropriate. To inform this decision, the SENCo will have close regard to the local authority's criteria for funding through a SEN Support Plan or for an EHC Plan assessment. This can be found on the Leicestershire Local Offer website along with information on the EHC plan coordinated assessment process and will be shared in full with parents to ensure that they are confident and clear about the process and how they are involved in it.

Leicestershire's Local Offer can be found at:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/about-the-local-offer>

Pupils with Education and Health Care Plans (EHCP) will have access to all of the arrangements for pupils on the SEND Register, but will require additional support. This plan of support will be outlined in the EHCP, with a focus on the outcomes of support and interventions. In addition to the above, EHCPs will be reviewed termly with parents / carers, the Head teacher and the SENCo.

Examples of specialist agencies used by and that are available to be used by the school

- Educational psychologists
- Child and Adolescent Mental Health Services (referral via GP)
- Education Inclusion Service specialist teachers
- Specialist teachers for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability
- Speech and language therapists
- Consultant paediatrician (referral via GP)
- School nurse
- Occupational therapists and physiotherapists (referral via GP)

The class teacher remains responsible for working with the child on a daily basis even if the child receives 1:1 support or group support away from the class.

Removing pupils from the SEND register

In consultation with parents / carers, the child will be considered for removal from the SEND register where he / she has made sustained good progress that:

- better the previous rate of progress and has sufficiently closed the attainment gap between the child and their peers of the same age,
- or where a child's wider development and /or social needs have improved and progress in the targeted area is considered to be sustained and SEND Support is no longer required.

Supporting Pupils with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with long-term 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 (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision where the SEND Code of Practice (2014) is followed. The arrangements in place in schools to support pupils at school with medical conditions are detailed within the school's Medical Conditions Policy.

In September 2014, a new duty from the Children and Families Act 2014 came into force for governing bodies to make arrangements to support children at school with medical conditions. The aim of this policy is to make sure that all children with medical conditions are properly supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential.

Monitoring and evaluation of SEND

The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all pupils including those with SEND. This is done through scrutiny of data related to the achievement of pupils with SEND, work scrutiny, observation and sampling of parent and pupil questionnaires. The school's SEND Governor also has a role in scrutinising the findings of the school's self-evaluation and relevant data as part of the Governing body's process of monitoring the effectiveness of the school's SEND Policy.

SUPPORTING PARENT AND PUPIL INVOLVEMENT

Supporting Parents / Carers Voice

At all stages of the educational process the school aims to keep parents / carers fully informed and involved. We take account of the wishes, feelings and knowledge of parents and carers. Through regular review meetings, we encourage parents / carers to make an active contribution to their child's education.

If input from an outside agency is required, we inform and seek the consent of parents and carers. The outcome of these meetings is shared with parents / carers, so everyone involved can work to serve the best interests of the children.

The school will do this by:

- Always making parents / carers feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships.
- Parent/Carers voice will be recorded on one-page profiles.
- Parent/Carers voice will be gained during requests for assessment from the Local Authority.
- Providing all information in an accessible way
- The SENCo being available for meeting by appointment through the school office or WEDUC (parent communication app).

- Publishing about how the school implements the SEND Policy on the school website following the information set out in the SEND information regulations (2014) and as part of the school's contribution to the Local Offer.
- Class teachers meeting with parents / carers, in addition to parent evening appointments, to discuss concerns regarding pupils' progress at the earliest opportunity, raised either by the class teacher or the parents / carers themselves.
- Class teachers and/or SENCO inviting parents / carers of pupils with SEND in their class at least three times a year to set and review the outcomes of support, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. It will provide an opportunity for the parents / carers to share their views.
- Parents / carers have the opportunity to book appointments at the same time to see the teachers during Parents' evening week or at any other convenient time.
- Planning in additional support for parents / carers at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into the school or to the next phase of education.
- Making use of media such as class Twitter and WEDUC to contact parents / carers and for parents / carers to contact school in line with the school's Communication policy.
- Seeking parents' / carers' views through periodic questionnaires and considering adjustments to practice in the light of analysis.

Supporting Pupil Voice

The school recognises that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' self-advocacy skills to enable them to transfer to their next phase of education confident and able to communicate, convey, negotiate or assert their own interests, desires, needs, and rights, becoming increasingly able to make informed decisions about their learning and future and take responsibility for those decisions.

How the school will do this:

- Pupils are actively involved in their learning at Oxley and they are encouraged to express their views about their SEND Support targets. Progress towards targets are shared with pupils at termly review meetings.
- Pupils voice will be recorded on one-page profiles.
- Pupils voice will be gained during requests for assessment from the Local Authority.
- Self-knowledge is the first step towards effective self-advocacy so, with their parents / carers, we will support pupils to understand their strengths, needs and approaches to learning that are particularly successful for them and to have the confidence to voice their concerns, hopes and aspirations.
- All staff will actively listen to and address any concerns raised by children themselves.
- Pupils are also provided with additional support to contribute as fully as possible in their Annual Review. This can be, for example, by attending part of the review meeting in person or by completing a pupil voice sheet that is to be shared at the meeting.
- Seeking pupils' views through annual questionnaires / interviews undertaken by the SENCOs, considering adjustments to keep in the light of analysis.

ROLES AND RESPONSIBILITIES

Teachers

Teachers will raise concerns about pupils in their class who may be underachieving or may have a suspected special educational need. These concerns will be discussed fully with parents and SENCo and concerns recorded. It may be necessary to provide structured intervention, adapted work or reasonable adjustments to target the pupil's areas for development.

For those pupils on the SEN Record, teachers will be expected to maintain all relevant paperwork including the writing of individual education plans (IEPs) and reviews, collaborating with parents and pupils to create a 1-page profile. These documents should reflect the needs of the pupils and their personal targets. These will be regularly monitored by the class teacher, pupils and SENCo.

A new IEP will be written at least termly and reviewed with parents, who will be consulted about all decisions. When a pupil is removed from the SEN Record, they will continue to be monitored to ensure progress is maintained.

SENCo

The key responsibilities of the SENCo are taken from the SEND 0- 25 Code of Practice (2014) and include:

- Overseeing the day-to-day operation of the school's SEN policy
- Coordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN 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 SEN
- 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 up to date the records of all pupils with SEN.

The SENCo will obtain the relevant qualifications for the role within 3 years of becoming SENCo.

Headteacher

The Headteacher, SENCo and governing body will establish a clear picture of the resources that are available to the school and will consider the strategic approach to meeting SEN, in

the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

The Headteacher will ensure that the SENCo has sufficient time and resources to carry out his / her functions. This will include providing the SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

Governing Body

The Governing Body will ensure that, in line with SEN Information Regulations, information is published on the school's website about the implementation of the school's policy for pupils with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

A member of the Governing Body is appointed to have specific oversight of the school's arrangements for SEN and disability and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.

Training

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Training needs of staff are identified through the school's self-evaluation process.

All teachers and support staff undertake an induction process on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school SENCo regularly attends SEN meetings, alongside other SENCo's, in order to keep up to date with local and national updates in SEND.

Funding for SEN and Allocation of Resources

The school's core budget is used to make general provision for all pupils in the school including pupils with SEN. In addition, every school receives an additional amount of money to help make special educational provision to meet children's SEN. This is called the 'notional SEN budget'.

The amount in this budget is based on a formula which is agreed between schools and the local authority. The government has recommended that schools should use this notional SEN budget to pay for up to £6,000 worth of special educational provision to meet a child's SEN. Most children with SEN need special educational provision that comes to less than £6,000. If the school can show that a pupil with SEN needs more than £6,000 worth of special educational provision, it can ask the local authority to provide intervention funding to meet the cost of that provision. Where the local authority agrees, the cost is provided from funding held by the local authority in their high needs block. Schools are expected to use this funding to make provision for that individual pupil.

The school may also use Pupil Premium Funding, where a pupil is registered as SEN and is also in receipt of Pupil Premium grant, to address the needs of these pupils and enhance learning and achievement.

Each term, in consultation with the Headteacher and class teachers, the SENCo will map the targeted provision in place for pupils on the SEN record to show how resources are allocated and to monitor SEN provision. This targeted provision is outlined on the school's Provision Map.

Admissions for Pupils with SEND

Oxley Primary School strives to be a fully inclusive school. It acknowledges the range of issues to be taken into account in the process of pupil development. All pupils are welcome, including those with special educational needs and disabilities, in accordance with Leicestershire's admission policy.

On Entry

Staff in the foundation stage regularly visit the preschools to share their knowledge and expertise in supporting children to be ready for school. During the summer term, Reception staff visit the preschool setting so they are able to get to know the children and any specific needs they may have including attending any meetings organised by specialists. This allows staff at Oxley to be fully prepared to greet children into the new setting ensuring all provisions are in place to meet their needs.

On entry, parents / carers are encouraged initially to bring their child in and settle them before leaving them. There is usually a staggered intake, where only half the children attend for half a day over the first two weeks. Parents and Carers are also invited to attend an induction meeting where they are given information about what to expect.

Transition to Secondary School

Most children move onto Iveshead School after Year 6. Where there is a special educational need present, information is sought from professionals involved to ensure appropriate provisions have been made for transition. Additional Visits and meetings with staff and SENCo from the high school are organised. Where needed, our Mental Health and Wellbeing Lead is able to deliver some support groups which help specific pupils who may be feeling anxious about transferring.

Mid-Year transition

When a child transfers mid-year, information is sought from the previous school to understand what the child's needs are. Any paperwork passed on is thoroughly analysed and necessary provision is put in place. Where possible, this liaison is carried out prior to the child starting school. On the first day, the child with their parent/carer will be met by a member of the school and introduced to their class teacher and shown where to put their belongings. Children are given time (around 2 weeks) to settle before any assessments are carried out.

Arrangements for considering complaints about Special Education from parents / carers of children with SEND

Any complaints concerning SEN should be made following the school's Complaint Policy and Procedures in the first instance. Referral to the SEN appeals regulations at Local Authority level may be followed thereafter if required.

Links with other Schools

Communication is established with all schools in the area via the Shepshed schools' partnership to ensure that information regarding pupils can be shared effectively. Where appropriate, SENCos from prospective schools make personal contact to discuss any arrangements that may need to be made.

Links are made with Iveshead School, where most pupils transfer to at the end of Year 6. Where pupils have an EHCP, transition arrangements will be considered and outlined, at the latest, in their final annual review before transition. The SENCo from the secondary school will be invited to attend this review meeting. The pupil's SEND records are shared in good time so that the SENCo at the secondary school is familiar with each child's needs before the pupil begins attending in the Autumn Term.

Where relevant, information relating to discussions between Oxley staff and outside agencies remain within the pupil's SEND file within school. These are shared with parents / carers wherever appropriate and information is kept confidential.

Storing and Managing Information

In line with GDPR regulations, the school's Data Protection Policy and Retention Schedule, all records containing sensitive information relating to special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely stored.

This policy should be read with reference to the following school policies:

- Data Protection
- Behaviour
- Anti-bullying
- Equality and Diversity
- Supporting Pupils with Medical Needs
- Accessibility Plan
- Safeguarding

Reviewing the Policy

This policy will be formally reviewed annually. Representatives of parents / carers of pupils with SEND and pupils themselves will be part of this process.