

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Special Needs Coordinator (SENDCo): Mrs Melanie Havelock office@oldfieldprimary.com

Special Needs Governor: Mrs Vivien Williams

At Oldfield Primary school we believe that all children, including those identified as having Special Education Needs and Disabilities (SEND), have a common entitlement to a broad and balanced academic and social curriculum which is accessible to them, and to be fully included in all aspects of school life. Our aim is to enable every individual, regardless of ability, to achieve their full potential, to prepare for future life and to become lifelong learners, to develop a thirst for learning and to become good citizens.

Within the school, **every teacher is a teacher of SEND**. All teachers are involved in a continuous cycle of planning, teaching and assessing, considering the differences in pupils' abilities, aptitudes and interests. Our provision is enhanced by the collaboration of teachers, SENDCo, support staff, external agencies, parents and most importantly the child.

This SEND policy aligns with the current legislation listed below, but will be reviewed in line with any future SEND legislative or Code of Practice updates:

- Children and Families Act 2014
- SEND Code of Practice (0–25)
- Equality Act 2010
- Keeping Children Safe in Education
- Working Together to Safeguard Children

Defining SEN

According to the Code of Practice (2014), a child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Disabled children and young people

- Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

Within the Code of Practice there are four main categories of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory.

Policy Objectives

The following Special Educational Needs (SEN) policy for Oldfield Primary School has been compiled to work within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

The implementation of this policy is the responsibility of all teaching staff at Oldfield and will be monitored by the Headteacher, the SENDCo and the Governing Body.

This policy outlines the purpose, nature, strategies and management for inclusion and the identification, assessment, teaching and learning of pupils with special educational needs and disability (SEND). We believe our aim is to personalise learning for all children. We strive to make our teaching more innovative, adaptive and responsive to the diverse needs of every child, and to help each child including those with Special Educational Needs or Medical Conditions to achieve their full potential.

The aims of our special educational needs and disability policy and practice at Oldfield school are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To enable every child to feel and be successful with their learning and develop their self-esteem.
- To enable all children to participate in lessons across the curriculum fully and effectively.
- To regularly evaluate and reassess each child's progress, monitor and redefine goals using school provision maps.
- To listen to the views and concerns of parents by working in partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To work with the school's SEND governor in ensuring the best outcomes for our pupils.

SEND provision at Oldfield

All our teachers are trained to work with children with SEND and all have access to information, resources and training to teach them effectively. Every class in the school has a teaching assistant (TA) in the morning to support with core subjects such as Maths and English, with some classes having this continuing support in the afternoons. These members of staff are managed by the teacher to support in whatever way is felt necessary to ensure the children in each class are progressing. Our TA's and Higher-Level Teaching Assistants (HLTA) have training and expertise in various areas and specific interventions.

All pupils receive Quality First Teaching, with tasks differentiated to ensure progress and to meet the diverse needs for every child. We use a wide range of teaching strategies, based on Education Endowment Foundation research, to support children with SEND according to their individual needs. This may include: explicit instruction, scaffolding learning, targeted questioning, modelling key learning and language, discussing metacognitive learning strategies, visual timetables, social stories, sensory aids, sensory circuits, movement breaks, sloping desks, technological support, small group work with an adult, Emotional Literacy Support Assistants (ELSA), one to one support, and an individualised programme of support, for example speech and language as directed by professionals. Teachers are aware of the individual needs and plan their lessons accordingly with appropriate learning objectives and activities. All support staff in classes are made aware of the individual needs and assist in supporting the children to ensure their progress is maximised.

At Oldfield we have ELSA trained staff who support the social, emotional and behavioural needs of all the children in our school as we feel the wellbeing of our students is of great importance. To support, guide and advise our parents with any concerns they have we have a parent support advisor and appointment can be made to see her through the school office.

We also have access to specialist help for example Speech and Language therapists, Occupational Therapists, Educational Psychologists and Autism outreach advisors.

What kinds of SEN do we provide for?

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

- Communication and interaction (e.g., autistic spectrum condition, speech and language difficulties)
- Cognition and learning (e.g., dyslexia, dyspraxia)
- Social, emotional and mental health difficulties (e.g., attention deficit hyperactivity disorder (ADHD), anxiety and/or depression)
- Sensory and/or physical needs (e.g., visual impairments, hearing impairments, processing difficulties, epilepsy)
- Moderate/severe/profound and multiple learning difficulties

Some pupils with SEND will have an Education and Health Care Plan (EHCP) which may state what specific provision is required.

Through our quality first teaching, planning and provision we:

- Ensure that all children have access to a broad and balanced curriculum which is differentiated to enable children to understand the relevance and purpose of learning.
- Identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- Provide good quality and relevant training for all staff members supporting children with SEND.
- Work in partnership with parents and carers, governors and children to ensure the child is at the centre of everything we do.
- Work closely with external agencies and other professionals to hone and develop our provision for children with SEND.

We provide effective learning opportunities for all pupils and ensure that all children have the opportunity to achieve their full potential by:

- Identifying children's different learning styles so as to be able to use different strategies to support their learning;
- Ensuring pupils' work and recording takes a range of different forms including pictorial, written, use of creative arts, and the use of ICT;
- Engaging pupils in a range of learning situations including individual, paired, group and whole class;

Pupils with SEND will:

- Be included in all aspects of the school day.
- Be provided with quality first teaching, differentiated to their needs.
- Be respected and their contributions valued and acknowledged.

Pupils with SEND may:

- Have specific adult support at times to support their Phonics, Maths or Literacy learning.
- Take part in social, emotional and physical support interventions such as ELSA, Fun Lunchtime Club (Social communication and SEMH), Bucket time or Fun fit.
- Receive additional support with their speech and language development following their speech therapy plan.
- Receive additional resources to aid their learning, such as coloured overlays, coloured exercise books, or move and sit cushions.
- Work alongside external agencies such as an Educational Psychologist, Speech and Language therapist, Occupational therapist or SHINE (Autism outreach team) to develop specific targets/programmes tailored to the child's individual needs.

Identifying children with additional needs

We strongly believe that early intervention and support is vital where it is needed and we work with children, families and professionals to ensure we meet every child's needs – enabling them to make good progress and access all areas of the curriculum. The class teacher with advice, if required, from the SENDCO, is responsible for deciding when extra support is needed and will receive the wishes and views of the pupil and their parents to help determine this. Children with SEND will be identified at the earliest possible opportunity and assessed through various assessments and observations. Please see the SEND Flowchart of support which is available on the school website. <https://www.oldfieldprimary.com/page/?title=%26%238203%3BSEND&pid=90>

At Oldfield children are identified as having SEND in a variety of ways including the following:

- Concerns raised by a parent or teacher.
- Liaison with the child's nursery school/ previous school.
- Liaison with outside agencies e.g. a speech and language therapist (SALT).
- Health diagnosis from a paediatrician.
- Pupil progress

In order to make progress, a child may simply require the work to be scaffolded to enable them to access it. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and may include individual and/or group target setting. Monitoring of progress will be carried out by Quality First Teaching (QFT) and used to inform future differentiation within whole class planning. The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making adequate progress at this level of intervention.

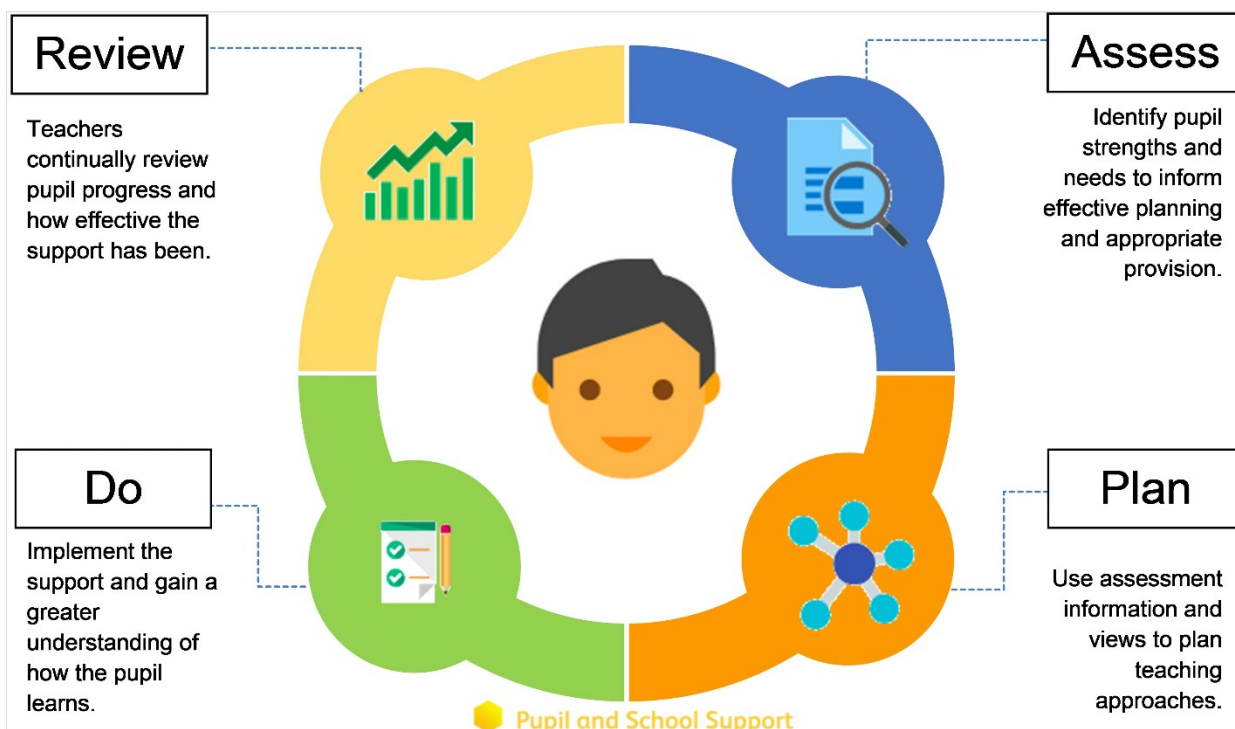
Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the SEND Support level may need to be made. This provision would be indicated where there is evidence that there has been little or no progress made with existing interventions. If further provision is required, parents will meet with the SENDCO to discuss the involvement of external support services such as the Educational Psychologist, the Autism outreach team (SHINE), Occupational Therapy, Speech and Language Therapy, or through the Early Help Well Being Team. Both the school and parents will work with any external services to

provide further support and monitor progress. Where there is additional support from outside agencies, records are kept and passed on to the next school for consistency of support.

Pupils who continue to face challenges in their learning, despite receiving Quality First Teaching, are likely to need additional strategies, or different provision, in order to meet their needs.

The SEND Code of Practice states that, for these learners, teachers are required to remove barriers to learning and put effective special educational provision in place through SEND support. This SEND support takes the form of a four-part cycle (**assess, plan, do, review**).

Through this cycle, actions are reviewed and refined as understanding of a student’s needs and the support required to help them secure good outcomes increases. This is known as the **graduated approach**. For all our learners, teachers follow the assess, plan, do, review approach termly.



Based on the school’s observations and assessment data and following a discussion between the class teacher, Inclusion Lead, parent and outside agencies, a child may be recorded as needing one of the following levels of support:

1 - Universal: All children to have access to quality first teaching and upon early identification of SEND, appropriate support and reasonable adjustments are out in place.

2-SEN Support: For pupils who require additional and further support than quality first teaching and any reasonable adjustments in place. These children will be on the schools SEND register and their progress monitored during termly meetings between the Class teacher and SENDCo.

For a very small percentage of pupils, who continue to make limited progress, in spite of high quality, targeted support, we may apply for the pupil to be assessed for an Education, Health and Care plan. We apply for an EHCP through the local authority if the pupil’s achievements are such that they would benefit from even more support than the school can provide from its own resources.

3-Personalised learning: These pupils will have an Educational, health and care plan (EHCP), which describes the strategies and provision required to meet needs. The children who have Education and Health Care Plans often have extra money attached to them which can be used to support their learning. It is at the discretion of the school to decide how this money may best be used.

Working with parents/carers

We encourage Parents/Carers to be involved in their children's education and welfare and they can make an appointment to see the class teacher or SENDCo when required.

We communicate with parents through:

- Newsletters and parent mail
- Telephone calls and letters home
- Regular meetings with the class teacher/SENDCo
- Parent evenings
- Parent training sessions and workshops
- Team Around the child (TAC) meeting, where helpful
- Annual Reviews for children with an EHCP
- Meetings with our school Parent support advisor

Who are the best people to talk to in this school about my child's Special Educational Needs and Disabilities?

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) and the Governing Body, are responsible for the operation of provision in the school for pupils with SEND. This encompasses a range of duties to comply with the SEND code of practise 2014.

If you have any concerns about your child in this area, we encourage you to make contact with your child's class teacher. All our teachers are trained to teach children with Special Educational Needs and Disabilities (SEND). They are able to give suitable provision and make appropriate assessment in order to support the needs of your child. If the teacher feels more support is needed, they will inform the SENDCo, who will advise or decide if specialist provision is needed. Parents may also contact the SENDCo or the Headteacher directly if they feel this is more appropriate. All parents will be listened to. Their views and the aspirations for their child will be central to the assessment and provision that is provided by the school.

Supporting pupils at school with a medical condition

Oldfield Primary 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 medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children with medical conditions may also have SEN and may have an EHCP which brings together health and social care needs, as well as their SEN provision. This may also include personal care plans or intimate care plans.

Access to extra-curricular activities

All children at Oldfield are encouraged to join in the many activities available. A full list of extra-curricular activities can be seen on the school website. Parents of SEND children are welcome to enrol their child in these activities and are responsible for informing the providers of their child's needs.

All pupils are included in school trips, with reasonable adjustments made, such as additional staff or Parental involvement for added support made where necessary. All staff have regular training on the use of risk assessments and there is a link advisor from RBWM who can help us with any more detailed aspects a trip e.g., a residential.

The school runs an Early Risers breakfast club and Wise Owls run the after-school care. Parents/carers of SEND children should contact Wise Owls for information if they wish their child to participate in this activity. Details can be found on the school website.

Transition

Transition can be difficult for children and parents as they move to a new class or school and we will do all we can, according to the individual needs of the child, to make transitions as smooth as possible. This may include additional visits to the class or school, a transition booklet with photographs of key people and places and additional meeting with the class teacher and supporting adults.

Once you have chosen which secondary school your child will attend (in the case of a child with an EHCP this may be in Year 5), we liaise with the school in question. Staff are invited to a transition review and also have the chance to meet your child. We get involved with the transition days put on by our relevant secondary schools, including any additional visits the staff may feel would be of benefit to the individual pupil. The Year 6 teachers will meet with the new schools to discuss the children and to ensure that the needs of those with SEND are discussed. The children also visit their new school to prepare them for the transition.

All paperwork (review records, progress levels, school and professional reports) will be handed over to your child's new school when your child leaves.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupil's needs. Please make an appointment see the class teacher, where most concerns are dealt with quickly and efficiently. If, however, you feel you need to make a formal complaint, then it should be made in writing to the Headteacher or the Chair of Governors. All complaints are taken seriously and are heard through the school's complaints procedure. A copy of our complaint's procedure is available in school or on our website.

Royal Borough of Windsor and Maidenhead Local Offer

The RBWM website hosts the local offer. The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. It is available from <https://rbwm.afcinfo.org.uk/>

Support services for parents/carers of pupils with SEN include:

- The Information Advice Service (IAS) Service for Windsor and Maidenhead (formerly known as the Parent Partnership service), can be found at <http://www.ias-rbwm.co.uk>. They offer independent advice and support to parents and carers of all children and young people with SEND.
- IAS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process.
- For parents who are unhappy with Local Authority or school responses to SEND, parents may seek mediation from the regional mediation services.
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child.
- Further information may be found at <https://rbwm.afcinfo.org.uk/pages/local-offer/information-and-advice/assessment-and-education-health-and-care-planning/appealing-decisions-concerns-complaints-and-feedback>
- Or <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

For supporting information refer the following policies: Behaviour Policy, Inclusion Policy, Safeguarding Policy and Medical Policy.

Date of next review: January 2027