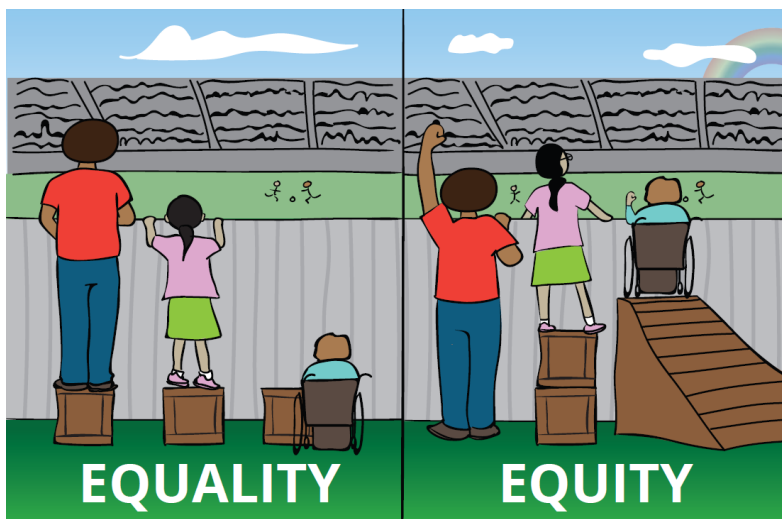




Oakfield Community Primary & Nursery School

Special Educational Needs and Disability (SEND) and Inclusion Policy

2024-2025



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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

Make sure our school fully implements national legislation and guidance regarding pupils with SEND.

Set out how our school will:

- Support and make provision for pupils with special educational needs and disabilities
- Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
- Help pupils with SEND fulfil their aspirations and achieve their best
- Help pupils with SEND become confident individuals living fulfilling lives
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- Make sure the SEND policy is understood and implemented consistently by all staff.

2. Vision and Values

At Oakfield Primary School we believe we are all different and we all have our own individual needs and talents. We recognise and celebrate differences, and we believe all children deserve to experience success. All our staff are responsible for delivering this. We are all teachers of children with Special Educational Needs, which includes our More Able, Gifted and Talented pupils. Through an inclusive and child-centered ethos, along with a strong partnership between home and school, every child will achieve their full potential. We will provide all pupils with access to a broad and balanced curriculum. We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

3. Inclusion and Equal Opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, despite their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

4. Legislation and Guidance

This 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 SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

5. Definition of Special Educational Needs

The SEND Code of Practice 0 – 25 (June 2014), describes Special Education Need as:

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

- Has 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.

The SEND Code of Practice identifies four broad areas of need for schools to consider when planning provision. These areas are not to be used to fit a pupil into a category, as children often have needs in more than one area.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. Children and young people with Autistic Spectrum Condition (ASC) are likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

Medical Conditions

We have a duty under the Children and Families Act 2014 to support pupils with medical conditions. We are aware that individual healthcare plans will state the type and level of support required to meet their medical needs.

Individual Toileting and Intimate Care Plan can be found in Appendix A.

6. Roles and responsibilities

The Inclusion Team within school includes:

Head Teacher
Assistant Head, Inclusion Lead & KS2 Resource Base Teacher
SENCO and KS2 Resource Base Teacher
KS1 dual school Resource Base Teacher
KS1 Full Time Resource Base Teacher
Family Support Worker
SEND Governor

Mrs Joanne Makin
Mrs Lauren Perks
Miss Rhianna Downey
Mrs Emily Jones
Miss Johnson
Miss Shaunie Lawton
Mrs Jane McCabe

The SENCO will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND 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

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- Meet with a member of the Inclusion team on a half termly basis

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Adapting provision to meet the needs of all children
- Ensuring an inclusive ethos is demonstrated within their classroom
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching

- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

Each TA is responsible for:

- Supporting pupils with special educational needs within the classroom, as planned for by the class teacher
- Working with individuals or small groups on individual or group targets with the class teacher's guidance
- Keeping a record of support given using a school-based intervention sheet where appropriate
- Liaising with the class teacher
- Supporting the class teacher in assessment and planning

Supporting parents/carers

Support is provided through:

- An open door policy for parents/carers seeking support and advice.
- Being informed where there is a concern about their child's needs and being encouraged to contribute to the assessment of their needs by meeting with class teacher, SENCO or Family Support worker.
- Being involved in decision making, by attending parent's evenings and additional meetings where required.
- Being supported in understanding the roles of other professionals
- Being informed about the Parent Partnership/SENDIASS Service
- Being informed of any training/ courses/ support groups which would help them and be offered support in applying for these
- Access to the school's SEND Policy in an appropriate format and will be provided with information about their child's entitlement within the SEND framework

Pupil Involvement

Pupils will:

- Be progressively more involved in decision making, setting and reviewing targets
- Be given access to a member of staff to discuss any difficulties or concerns.
- Be given opportunities for choice and decision making by attending Review Meetings where appropriate
- Be supported in understanding the roles of other professionals by meeting with some of those professionals.

7. The SEN information report

The school is responsible for publishing a SEN information report on its website, which sets out how this policy is implemented in the school. The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. The Graduated Approach

We feel it is vital that pupils with special educational needs are identified at an early stage. Every teacher in this school is responsible for identifying pupils with special educational needs. We will inform parents at the earliest opportunity of the school's concerns and will work in partnership with them to establish the support the child needs.

We will adopt a graduated approach coordinated by the SENCO and using the following four stages of action: **Assess, Plan, Do and Review**. Parents will be kept well informed of and involved in all four stages.

Assess

- Working with the SENCO and the child's parents, an analysis of the child's needs will be undertaken by the class teacher when trying to identify what SEN support is required.
- Support is put into place and is reviewed regularly to ensure that the support is matched to need.
- More specialist assessment will take place if there is no improvement in the child's progress.
- This will be organised by the SENCO with the agreement of the parents.

Plan

When it has been decided to provide SEN support all parties will decide:

- the expected outcomes
- what interventions and support are required
- the expected impact on progress, development or behaviour
- on a review date

Plans will take into account the views of the child and parents. Parents will reinforce the provision by contributing to progress at home.

Do

- The SENCO and class teachers oversee the implementation of the interventions as part of the agreed SEN support.
- Progress is monitored
- The SENCO offers advice on the effective implementation of support.

Review

- The effectiveness of the support and its impact on the child's progress is discussed at the review meeting which is attended the class teacher and the child's parents
- The SENCO can be invited to these meetings
- The views of the child are also taken into consideration at this meeting.
- In light of the child's progress and development, changes to the outcomes and support will be agreed by all concerned.
- A cycle of review meetings will continue with all parties attending in order to identify the best way of securing good progress.
- specialist involvement is sought when a child continues to make less than expected progress.
- An application for enhanced provision may be required for those pupils who need a high level of additional support
- An Education, Health and Care assessment may be requested if a child continues not to make the expected progress despite the amount of support and intervention that has been given.
- If a child has an Education, Health Care Plan the Local Authority must undertake a review annually.
- Detail records will be maintained by the SENCO which will be available to the child's parents.

9. Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant). On the census these pupils will be marked with the code E.

10. Range of provision

- A proportion of the budget is allocated to the development of resources to support the development of provision for pupils with special needs.
- Teaching assistants are used effectively to ensure excellent progress for pupils with SEND.
- Social Emotional and Mental Health support is provided by our Nurture and Elsa trained staff members.
- A Family support worker is employed to support targeted families and liaise with a range of other agencies.

Oakfield has:

- An EYFS/KS1 14 place Dual Placement Resource Base, for children with Speech Language and Communication needs where children attend a 2 day placement and 3 days in their home school in mainstream.
- A 10-place part time (mornings only) KS2 Resource Base for children with Speech Language and Communication needs. Where children access the resource base and their mainstream class.
- An 8-place full time KS2 Resource Base for children with Speech Language and Communication needs.
- An 8-place full time EYFS/KS1 Resource Base for children with Speech Language and Communication needs

11. Monitoring and Assessment

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

12. Training

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

13. Links with external agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Halton SEN service and specialist teachers
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Mental Health Support Team (MHST)

14. Admission Arrangements

We will:

- treat all applications equally and we will not discriminate against pupils with SEND;
- admit those children with special educational needs but who do not have an EHC plan
- not refuse admission to children with special educational needs because we feel that we will be unable to provide the necessary support

15. Complaints Procedure

All SEND complaints must follow the school's formal complaints procedure.

- Discussions should initially take place with the Class teacher/SENCO and recorded on CPOMS, with key issues identified, including where there is agreement.
- As part of the discussion; SEN Support plans and attainment against individualised targets may be reviewed, examining what progress has the pupil has made.
- Minutes of meetings regarding a pupil's behaviour may be reviewed.
- Reports provided by outside agencies should be considered.
- Meetings with the Head teacher may be arranged.
- The SEND Governor may be consulted.
- External advice may be sought
- Key legislation regarding the matter is identified.
- Good levels of communication with the parents/carers are maintained throughout the process.

16. Monitoring and evaluation arrangements

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives. We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

Monitoring the policy

This policy will be reviewed by the SENCO every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the full governing board.

17. Links with other policies

This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy



Individual Toileting and Intimate Care Plan

Name of Child	
Summary of Toileting Needs	
Summary of any medical information shared <i>Preferably written documentation from professionals involved in the child's care e.g. GP or Health Visitor</i>	
Where changing will take place	
What items will be used e.g. wet wipes and who will provide these? <i>Usually the parent/carer</i>	
Any specific needs relating to the child	
Special arrangements for trips/outings	
Agreed target for this Care Plan	
How often will the plan be reviewed? <i>Usually this will be every half term</i>	
Date of Review	

Summary of discussion at the review and any actions agreed	
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Intimate Care Plan Agreements

The Parent/Carer:

- I agree to ensure that my child will be encouraged to go to the toilet at the latest possible time before being brought to school in the morning.
- I will provide the school with wet wipes and any other changing items required.
- I will provide the school with spare underwear and clothes.
- I will return any items provided by the school in an emergency e.g. spare skirt. Items will be washed before being returned.
- I understand and agree the procedures that will be followed when my child is changed at school.
- I agree to inform the school of any significant changes affecting my child.
- I agree to review these arrangements every half term.

Signed: **(Parent/Carer)**

Date:

The School:


- We agree to monitor the number of times the child is changed in order to identify progress made.
- We agree to report should the child be distressed, or if marks/rashes are seen.
- We agree to review arrangements every half term.

Signed: **(Member of Staff on behalf of the School)**

Date:

Headteacher: Mrs J Makin

Signed:



Date: SEP 2023

Chair of Governors: Mr E Burke

Signed:



Date: Oct 2023

Policy Schedule

<u>Date:</u>	<u>Details:</u>	<u>Shared:</u>
September	Policy Created	Staff:- September 2023 Govs:- October 2023
July 2023	Key changes of names/emails of key people: SENCO, PLAC/LAC Governor, LA personnel	Staff:- July 2023 Govs:- N/A
July 2024	Key changes: Title Definition of SEND Roles of key people Names/emails of key people Addition of Appendix A: Individual Toileting and Intimate Care Plans Updates to provisions	Staff: Govs: