

Oatlands School



Special Educational Needs and Disability Policy

Date of last review: Autumn 2023

Date of next review: Autumn 2025

SENDCo at last review: Katie Isaac

This policy is a statement of the aims and objectives of Oatlands School and includes guidelines on the procedures and strategies to be employed in the identification and support of children with Special Educational Needs and Disability (SEND).

It was developed through a process of consultation with the teaching staff and presented to and approved by the governors in Autumn 2023.

This policy will be regularly reviewed as listed in the schedule of Policy Review incorporated into the School Development Plan and in the light of any Department of Education (DoE) changes to procedure.

Equal Opportunities

As a school we are committed to the equality of opportunity to enable all individuals to achieve their full potential regardless of gender, race, class, physical ability, sexual orientation or any other differentiating factors.

Policy for Special Educational Needs and Disability.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) and should be read in conjunction with the Single Equality Act, our School Local Offer (available on our website) the school's Curriculum Policies, Pastoral Policy and Safeguarding Policy.

All members of staff and the Governing Body will ensure children with Special Educational Needs benefit from their education at Oatlands School.

In our school we aim to meet the needs of every child. We recognise there is a continuum of Special Educational Needs, found across the range of ability from the gifted and able child to the child with learning difficulties.

Mission Statement

Living our Values, Learning for Life

Definition of Special Educational Needs and Disability

At Oatlands we use the definition for SEND and for disability from the SEND Code of Practice (2014), which states:

A child or young person has special educational needs if:

- They have a learning difficulty or disability which calls for special educational provision to be made.
- A learning difficulty or disability which results in 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.

Note: Many children and young people who have SEND 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.

Our aims are to:

- To create an inclusive culture aligned with our values
- Identify children's needs and to take appropriate action to meet those needs as early as possible.
- Provide ‘Quality First Teaching’ (otherwise known as Wave 1 provision) within the classroom environment so all pupils can participate in lessons fully and effectively.
- Provide ‘Ordinarily Available Provision’ for all pupils through our agreed funding and resource arrangements.
- Monitor every child's progress carefully and provide additional provision to those children who are making less than expected progress than is generally made for the majority of others of the same age.
- Foster and develop collaborative and effective partnerships between parents, external agencies at Oatlands which is in the best interest of a child with SEND

We will fulfil these aims by:

- Having a designated SENDco who is a suitably experienced classroom practitioner and ensuring they have relevant training and access to support the SEND needs at Oatlands.
- Endeavoring to identify all children with Special Educational Needs and Disabilities early through a range of observations, assessments, formal discussions and information from parents and specialists.
- Ensuring appropriate provision is made for all children who have a Special Educational Need or Disability.
- Partnering and collaborating with outside agencies and health teams to ensure the range of strategies to support pupils are appropriate, best practice and fit for purpose.
- Reviewing provision and progress made by each identified child on a termly basis and adjusting where necessary.
- Providing a forum in which parents can share experiences and extend their support networks.
- Ensuring all parents are consulted, well informed and actively involved in decision-making regarding their child/children.
- Encouraging children to be involved in and take responsibility for their own development and determination of educational goals.

Roles and Responsibilities

Governors

There are two named governors responsible for SEND. The Governing Body supports the Senior Leadership Team in securing the necessary funding of Special Educational Need or Disability in order to ensure Oatlands effectively fulfills its Mission Statement and Aims.

On a termly basis the SEND governor will monitor SEND within the school through the liaison with the SENDco and any relevant parties. A report will be compiled and presented to the Governing Body. The finance committee will monitor expenditure on SEND.

Head Teacher

The Headteacher ensures appropriate and adequate resource is made available in line with the School Budget with evidence to the Governing Body how the funding has been utilised. The Headteacher will monitor the SEND Register with the SENDco on a termly basis, ensuring appropriate support is provided to those identified on the SEND Register. The Headteacher will manage the SENDco to ensure children with Special Educational Needs or Disability have appropriate resource and provision. The Headteacher will authorise training for the SENDco, teachers and TA's in relation to SEND. The Headteacher will ensure statutory information is published and regularly reviewed on the school's website.

SENDco

There is a named SENDco who has a number of responsibilities such as:

- Revision, updating and development of SEND policy/provision in collaboration with the Headteacher and Governing Body
- Day to day responsibility for implementation of the SEND policy
- Collaboration with Class Teachers regarding children with SEND
- Collaboration with outside agencies in providing appropriate support.
- Collaboration with our parents on supporting children.
- Maintain a thorough knowledge and understanding of a child's Education, Health and Care Plan (EHCP)
- Co-ordinate effective and appropriate provision for children with SEND.
- Ensure SEND Support Arrangements are reviewed and updated for children with EHCPs or those working towards an EHCP
- Ensure Intervention Plans are in place for children who are on the Send Register (which is also known as Wave 2 provision)
- Maintain up to date and accurate SEND records
- In collaboration with parents, organize and plan Annual EHCP reviews which may also include co-ordinating with external agencies (eg: SALT, Occupational Therapy, Surrey County Council etc)
- Provide required information for statutory publications.

Teachers

- Deliver Quality First Teaching (Wave 1 provision), which is differentiated, for individual pupils.
- Identify children who may have SEND, through observation assessment and results of screening tests as early as possible.
- Appropriately contribute to SEND Register discussions
- Support the delivery of interventions for those children on the SEND Register (Wave 2 provision)
- Effectively communicate with parents, SENDco/Headteacher who may then work alongside outside agencies (eg: Home Link Worker, Speech & Language) to identify appropriate support for a child
- Ensure TAs are appropriately informed of children's targets to ensure complementary and purposeful support and teaching is delivered.
- Ensure notes of meetings, behaviour incidents and strategies used to support child are recorded on Arbor.
- Collaborate with SENDco to set and update pupils SEND Support Plans on a termly basis and share with parents.
- Maintain a thorough knowledge and understanding of a child's EHCP
- To complete reports, questionnaires, interviews etc on individual pupils as required.
- To contribute to EHCP process and procedure.
- Actively update their knowledge on best practice for supporting and educating children with SEND

Teaching Assistants

Under the guidance of the class teacher and SENDco TAs:

- Plan, prepare and deliver work with individuals, pairs and small groups.
- Maintain a thorough knowledge and understanding of a child's EHCP
- Deliver activities as itemised on SEND Support Plan.
- Review and report termly to class teacher and SENDco on progress made against targets.
- Attend training as necessary
- Actively update their knowledge on best practice for supporting and educating children with SEND
- Collaborate with TAs to share best practice in supporting children with SEND

Pupils

- Pupils are encouraged to be active and reflective learners.
- Pupils are encouraged to have a Growth Mindset attitude and reflect on their learning as it takes place.
- We use the Characteristics of Effective learning so pupils have a reference and vocabulary to talk about what kind of learner they are.

Identifying Children with SEND

Children with SEND are identified using a range of different methods. Before a child starts at the school, where possible, information is collected from parents/carers, previous SENDcos and teachers and from any written records which have been shared with the school. This helps us to build an understanding of each child. Once a child starts at Oatlands, the progress of each child is monitored at Termly Pupil Progress Meetings. If a child's progress is identified as:

- Significantly slower than their peers starting from the same baseline (e.g Not working on the Key Stage 1 curriculum at the beginning of Year 2 in any area)
- Failing to match or better the child's previous rate of progress

They will then be placed on the SEND register at the Termly SEND Support discussion.

A child may also be placed on the SEND register if they have a Medical Diagnosis or emotional and behavioural difficulties which require additional support.

If a child is placed on the SEND register as part of the SEND Support discussions, a SEND Support Plan is written by the teacher and SENDco which is then shared with the parents. The SEND Support Plan follows the Code of Practice of: Assess, Plan, Do, Review and can be used as evidence if an assessment for an EHCP is required.

If, despite the intervention of Quality First Teaching (Wave 1) and SEND Support (Wave 2/ SEND Register) a child fails to make progress, we will then collaborate with parents/ carers in applying for the child to be assessed for an EHCP (Education, Health and Care Plan). Should an EHCP then be in place, we then follow the statutory guidelines in the Code of Practice.

The Code of Practice

Where it is determined a pupil does have SEND, parents will be advised they will be added to the SEND Register.

The code states that SEND support should take the form of a four-part cycle. This is known as a graduated approach. The stages of the cycle are:

- **Assess**
- **Plan**
- **Do**
- **Review**

Assess

The class teacher works with the SENDco to carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment and behaviour. If applicable, relevant advice and assessment from external support services should be sought.

Plan

When it is decided to provide a pupil with SEND support, the teacher and SENDco should agree targets and put interventions and support in place, along with a clear date for review. Parents will be informed at the soonest opportunity as to why their child is being supported through interventions and what the desired outcomes are. All those working with the pupil, including TAs will be informed of their individual needs, the support being provided along with any teaching strategies/approaches to achieve the desired outcomes.

Do

The class teacher remains responsible for working with the child on a day to day basis. They continue to retain responsibility even when the interventions involve group or one to one teaching away from the main class. The class teacher will work closely with the Teaching Assistants to plan and assess the impact of the interventions and how they can be linked to the class teaching. The SENDco will provide support for the class teacher in further assessment of the child's strengths and areas of development, problem solving and advising on the implementation of effective support.

Review

Reviews of a child's progress will be made on a termly basis. This will be recorded on the SEND Support Plan and discussed and recorded on the Pupil Progress Document at the end of each term. The review process will evaluate the impact and quality of the support and interventions. The SENDco, in conjunction with the class teacher will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with the parents and pupils.

Provision

At Oatlands School, our main aim is to provide Quality First Teaching (Wave 1 support) which includes differentiation, strategies to support SEND pupils learning and ongoing formative assessment which all pupils can access within the classroom. There are occasions when pupils have very specific needs and targets so interventions are required. The interventions may be run by an TA or a teacher within the classroom setting or in a quiet area nearby. Examples of Interventions are:

- Occupational Therapy (Fine and Gross Motor Skills)
- Socially Speaking
- English – following the Little Wandle Letters and Sounds catch up program
- Circle of Friends
- Positive Play
- Speech and Language Therapy
- Lego Therapy
- Attention Autism Therapy
- ELSA
- Use of specific facilities e.g. Therapy Room, Sensory Room, Western Room, Voysey Room.

Monitoring and Review

SEND Support Plans are reviewed on a termly basis. The teacher provides feedback to the SENDco on the pupils' progress and then adjustments to the plans are made. The Headteacher holds termly Pupil Progress Meetings with the class teachers where each pupils' progress is discussed. The Headteacher will feedback to the SENDco any appropriate information.

For those children with EHCPs, there will be an Annual Review as outlined in the Code of Practise.. In collaboration with the child's parents/ carers, a representative from the school, a local authority SEND officer, a health representative and a social care representative must be invited and given at least 6 weeks' notice of the date of the meeting.

Partnership Links

Partnerships are key if successful pupil outcomes are to be achieved. Oatlands School collaborates with a wide range of partners to ensure pupils achieve to the best of their abilities.

Parents as Partners.

Parents are encouraged to work collaboratively with the school when identifying and assessing their child's needs. This allows early and accurate identification and assessment of SEND which can lead to appropriate

intervention and provision. Research evidences children are more likely to make progress and achieve their outcomes if learning is supported at home as well as at school. Parents will be asked to give their written permission for assessment by our professional partners and are invited to attend meetings with them regarding their child.

STIP (Specialist Teachers for Inclusive Practice)

The STIP include a Learning and Language Support Teacher and a Behaviour Support Teacher. Alongside these are also an Educational Psychologist, Physical and Sensory Support Advisors, an Educational Welfare Officer, a Race Equality and Minority Achievement Advisor and a Family Support Worker.

This team works flexibly and closely to ensure the whole child is the focus.

Freemantles Outreach

Autism Outreach for schools is a service commissioned by Surrey and delivered by staff based at some of Surrey's specialist provisions. Their aim is to support mainstream schools to meet the needs of their autistic and neuro-diverse pupils or those undiagnosed but struggling in similar areas. They work with mainstream schools to promote inclusive whole school practice (universal support) as well as supporting staff working with individual pupils (targeted support).

Health Team Partners

The health team includes the Health Visitor, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Mindworks Surrey as well as an area Child Assessment Centre. (CAS)

Transition Partners

From Pre-school settings – The school aims to liaise with all pre-school settings to ensure relevant information and knowledge regarding a child's needs is shared. Liaison is undertaken by both EYFS leader and the SENDco and will involve the setting's key workers, EYFS specialist services, parents and carers. The school will attend any relevant EHCP review, TAF or Early Help meetings where it is practical. Wherever possible, the class teacher will meet with child, family and setting prior to commencement at Oatlands

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As our children turn seven and prepare for transition to KS2 there is early sharing of information between Oatlands and the KS2 setting. The SENDco will meet the SENDco of the Junior School and share relevant information on children who are on the SEND Register, have an EHCP or who have been part

of an intervention group. In addition to this, some children will have an enhanced transition programme, which includes additional visits to the school, supported by Oatlands TAs. We also create a photo book which is taken home over the summer holidays and shared with the child by the family as the new term approaches.

Family Support Worker

Families can be referred to the Family Support Worker who will provide support to families, parents and carers. They are able to help families access services, resources and local community information. They have a flexible and open-minded approach and help to build links between home, school and services in the local community. Families may also self refer into the Family Support Worker service.