

SEND Policy and Information Report

Oakfield Lodge School



Approved by:	John Edmonstone	Date: 5 th December 2023
Last reviewed on:	Autumn 23	
Next review due by:	Autumn 24	

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

The whole team at the school is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. Our school is staffed by a team of qualified teachers and teaching assistants. The school provides a deep and rich curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow.

All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instill life-long learning aspirations for everyone through a range of activities which are fun and enjoyable.

At Oakfield Lodge we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care.

Our School adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

2. Legislation and guidance

This policy and information report 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 SEN and disabilities
 - The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report
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This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- › A significantly greater difficulty in learning than the majority of the others of the same age, or
- › A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs Tracey Chambers.

If you have a SEND issue you can email Mrs Chambers, SEND coordinator on :
t.chambers@oakfieldlodge.cheshire.sch.uk

They will:

- › Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- › Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- › Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEN 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 SEN up to date

4.2 The SEN Governor

The SEN Governor will:

- › Help to raise awareness of SEN 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 SEN policy and provision in the school

4.3 The Headteacher

The headteacher will:

- › Work with the SENCO and SEN Governor to determine the strategic development of the SEN policy and provision within the school
- › Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- › The progress and development of every pupil in their class
- › 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

5. SEN information report

5.1 The kinds of SEN that are provided for

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

- › Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, through baseline assessments to measure reading age and skills in English and Maths. We will also conduct a LUCID screening assessment to identify any early signs of Dyslexia. To assess any difficulties with social or emotional needs, a Strengths and Difficulties Questionnaire (SDQ) will also be completed. These baseline assessments will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- › 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

We will also consider the wider needs of each pupil, which may also impact on progress. These may include:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)

- Being in receipt of the Pupil Premium. (PP)
- Being a Cared for Child (CFC)
- Being a child of service personnel.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We recognise that all pupils and their parents have the right to be involved in decision making and exercising choice (SEND Code of Practice). We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Placement of a pupil on the SEND Support list will be made by the SENCO after full consultation with parents. We will then formally notify parents when it is agreed that a pupil will receive SEND support.

In addition pupils who are identified as having SEND are invited to participate in:

- SEND Support Plan reviews and setting of individual targets
- Regular meetings with named adults
- Where appropriate, working with pastoral mentors or teaching assistants
- Annual review

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- Data from the Fisher Family Trust
- Three academic data captures each year
- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Where a child will be joining the school from a previous setting, wherever possible, we will offer an informal visit and arrange a meeting between the pupil, their parents and the Head teacher or SENCO. We will ensure that we receive any paperwork for the pupil from any previous setting.

Where a child with SEND will be leaving the school, we will, wherever possible, liaise with the SENCO of the new setting and arrange a transition meeting between the pupil, their parents and SENCO from the new school. We will pass on all SEND related paperwork for the pupil to the next setting.

Planning and preparing for transition into a new setting may include:

- Establishing relationships with an identified key person in the new setting
- Sharing information
- Arranged visits
- Preparation in the setting
- Tailoring a transition timetable to suit the need of the pupil
- Settling in and following up

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be adapted and differentiated for individual pupils.

We will also provide the following interventions:

- Class support for small groups with an additional teacher or Higher Level Teaching Assistant (HLTA)
- Small group withdrawal with HLTA or Pastoral Mentor.
- Individual class support / individual withdrawal
- Further adaptation and differentiation of resources
- Targeted interventions and support for students with Dyslexia and developing motor skills
- Provision of alternative learning materials/ special equipment
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to Specialist Teaching and Educational Psychology Service or other support services for advice on strategies, equipment, or staff training
- Bespoke/ personalised learning programme of study incorporating aspects of alternative education, delivered through the off-site tuition programme.
- Access arrangements for examinations
- Access to a Visyon Counsellor for individuals with social, emotional or mental health needs.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- The Accessibility plan which identifies access to disabled toilets with hand rails,

5.8 Additional support for learning

We have Higher Level teaching assistants who are trained to deliver interventions such as Beat Dyslexia, Precision Teaching, and Accelerated reading

Teaching assistants will support pupils on a 1:1 basis when they require additional support for accessing their learning.

Teaching assistants will support pupils in small groups as agreed with the class teacher when further support is required.

5.9 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each half term
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.10 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

Plans to enable all areas of the curriculum to be accessed are available. These will ensure that pupils regardless of their SEN or disability can access the curriculum. Where an activity cannot be made accessible or would be inappropriate then an alternative activity should be made available.

No pupil is ever excluded from taking part in school activities because of their SEN or disability.

Allocated parking spaces for the parents of disabled pupils are available. Access into school from the parking space is barrier free with no obstacles. Level access is not the only consideration for wheelchair users. Heavy doors, sharp narrow turns and cluttered corridors will all be barriers to access. Where classroom space is tight, adjustments may have to be made to classroom layout in order to facilitate access.

Our full school Accessibility plan can be found on the school website

5.11` Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- › Access to a school Visyon Counsellor
- › Pastoral Mentoring sessions with staff who have experience of Emotional Literacy Support.
- › We have a zero tolerance approach to bullying.

5.12 Working with other agencies

We work with the following agencies to provide support for pupils with SEN:

- › Education Psychology Team
- › Cheshire East Autism Team
- › CAMHS (Child and Adolescent mental Health Services)
- › Community Paediatrics
- › Speech and Language Therapy Service
- › Community Health Service
- › Family support and safeguarding
- › Education Welfare Officer (EWO)

5.13 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Head teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- › Exclusions
- › Provision of education and associated services
- › Making reasonable adjustments, including the provision of auxiliary aids and services

5.14 Contact details of support services for parents of pupils with SEN

Families can search through the Cheshire East Local Offer on the Cheshire East Live well website to find out about the full list of services and support available to children and young people with SEND.

- The Cheshire East Information Support (CEIAS) (tel 0300 123 5166)
- Cheshire East Parent Carer Forum (tel 07794431768)
- Cheshire East Family Information Service (FIS) (tel 0300 123 5033)

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions