



Oakfield Primary School

Special Educational Needs, Disability and Inclusion Policy

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Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice: 0 – 25 years (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (2013)
- SEND Code of Practice: 0-25 years (2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions
- The National Curriculum in England KS1 and 2 framework documents (2013)
- Keeping Children Safe in Education (2024) and Oakfield Child Protection Policy (2024)
- Oakfield Accessibility Plan (2023)
- Teachers Standards (2012)

1. Our Equality and Inclusion Statement:

At Oakfield Primary School our vision is ***‘To create a school that unlocks the potential in every child’***. We aim to create a happy, safe and secure environment, where members of our school community are healthy, enjoy learning, achieve their potential, respect and value each other and themselves.

As an educationally inclusive school the teaching and learning, achievements, attitudes and well-being of every young person matters. We take into account pupils’ varied life experiences and needs, providing equal opportunities for all pupils, whatever their age, disability, race, religion or belief, gender / gender identity or socio-economic background, to ensure that every child really does matter.

We aim to develop a culture of inclusion and diversity in which success is celebrated and all those connected to the school feel proud of their identity and able to participate fully in school life. We will tackle discrimination by the positive promotion of equality and the creation of an environment which champions respect for all.

2. Aims

At Oakfield Primary School we recognise and value that all pupils are individuals with their own strengths, gifts and talents. Every teacher is a teacher of every child including, those with SEND. At all times, we aim:

- To provide a caring environment in which all children can learn and develop to their full potential.
- To ensure all children have access to a broad and balanced curriculum, in which children are supported, challenged, experience success and build self-esteem.
- To identify any potential SEND needs as early as possible and plan appropriate provision to meet the needs of all pupils.
- To value the contributions of every pupil, encouraging and rewarding achievements.
- To hold high expectations of all pupils and be actively involved in responding to the needs of all children.
- To support pupils to learn and build independence suitable to their age and stage of learning.
- To uphold the Equality Act (2010) and consider this within our provision for all pupils.

- To ensure all children feel they belong at Oakfield Primary School and keep their best interests at the heart of all provision.

3. Objectives

1. To identify and provide for pupils who have special educational needs and additional needs as early as possible.
2. To work within the guidance provided in the SEND Code of Practice 2014.
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Coordinator (SENCo) who will work within the SEND and Inclusion Policy.
5. To provide support and advice for all staff working with pupils with special educational needs.
6. To closely monitor the progress of pupils and adjust provision as needed.
7. To work closely with families and other agencies to build an effective team around the child.

4. Definitions

Special Educational Needs (SEND)

Special Educational Needs (SEND) refers to pupils who have a learning difficulty in accordance with the SEND Code of Practice (2015):

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. 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.*

The Code of Practice (2015) also states:

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

Disability

The use of the term ‘disability’ is applied in line with the current terminology within the Equality Act 2010:

‘A person has a disability...if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities’.

5. Categories of SEND

Pupils with SEN are categorised under four broad areas of need as follows:

- **Communication and Interaction**, including pupils with speech and language difficulties and children on the autistic spectrum.
- **Cognition and Learning**, including pupils with moderate or severe learning difficulties, specific learning difficulties and profound and multiple learning difficulties, there may also be physical or sensory disability or impairment.
- **Social, Emotional and Mental Health Difficulties**, including pupils who are withdrawn or have challenging behaviours due to underlying causes, have ADHD/ADD or attachment disorders.
- **Sensory and/or Physical Needs**, including pupils with Visual Impairment, hearing impairment, multi-sensory impairment or a physical impairment or disability.

These areas give an overview of the range of needs that providers should plan for. However, individual children often have needs that cut across all these areas and their needs may change over time. Oakfield Primary School will use the supporting advice from, for example: the Code of Practice, Local Authority and national guidance and specialist advice in order to assess children's specific needs and provides a graduated approach to the support we provide.

6. A Graduated Approach to SEN Support

At Oakfield Primary School we use a graduated approach to providing support to pupils, including those with Special Educational Needs (SEN). This means different children will require different support and that this may change in line with their needs.

High-quality teaching, which is adapted to support individual pupils to achieve, is the first step in responding to pupils who may have SEN. The quality of teaching at Oakfield is reviewed regularly and SEND specific training is carried out at whole school, teaching team and individual level as appropriate.

The school gives careful consideration on when to make special educational provision. This includes discussions between key members of staff including the class teacher and the SENCo. Within this, consideration is given to information collected about the pupil including individual progress, national data and expectations of progress. We aim to involve parents (and where appropriate, children) in these conversations to develop an effective team around the child who are all working together to support the child to achieve. For higher levels of need the school draws upon the advice from external professionals and agencies. This includes Specialist Teachers, Educational Psychologists and Healthcare Professionals.

At Oakfield Primary School we use the Assess, Plan, Do, Review cycle when deciding whether or not a child needs to be placed on the Special Needs register. Parents are kept informed of their children's progress at regular intervals throughout the year, including parent consultations and annual reports. Before a child is placed on the Special Educational Needs register, the parents are invited to discuss their child's needs.

Where appropriate for a child's needs, they will have a One Plan containing targets relevant to them and their progress towards these will be regularly reviewed and communicated with you.

Not all children on the SEND register will require a One Plan, for example if their progress and attainment is good. Some children may need a One Page Profile which

clearly states what their needs are and what needs to be considered in order for them to be successful as they move through the school.

Some children with particularly high or complex needs may need additional support through an Education, Health and Care Plan (EHCP). The school will raise this with you if they feel your child needs additional support beyond what can be offered through a One Plan.

7. Managing Pupils' Needs on the SEN Register

- Class Teachers hold the responsibility for evidencing progress according to any planned outcomes.
- Class teachers are able to flag to the SENCo any children who they feel may be appropriate to add to the SEND register or any concerns about children already on the SEND register at any point.
- For pupils who currently have EHCPs or One Plans, class teachers meet with parents at parent's evenings to review progress and set targets.
- In the case of pupils who have EHCPs, an Annual Review also conducted at an arranged time during the year with the SENCo and relevant external agencies.

8. Criteria for exiting the SEN Register/Record

- If pupils have made sufficient progress, or the issue that has affected their learning is no longer of a concern, it is not necessary for them to remain on the Special Needs Register.
- Before any child is removed from the register, discussion will take place between the parents, class teacher and SENCo and reference will be made to the Local Authorities' guidance. External professionals involved with the child e.g. Specialist Teachers may also be involved in this discussion.

9. Monitoring and Evaluation of SEND

- The school regularly monitors and evaluates the quality of provision offered to all pupils.
- This includes, for example, lesson observations, learning walks, work sampling, pupil views, parent views, governor monitoring, external reviews e.g Ofsted and the Local Authority.
- The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils by feeding into the school development plan.
- All support put in place for any child is regularly monitored and reviewed for effectiveness and impact.

10. Supporting Pupils at School with Medical Conditions

- The school recognises that pupils at school with medical conditions will 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.

11. Supporting Pupils and Families

- The Local Authority provides a 'Local Offer' which outlines the services and support that they provide, this is available at: www.essexlocaloffer.org.uk

- Oakfield Primary School provide a SEN Information Report which can be found on the school website.
- Accessibility arrangements are in place for pupils to ensure they can access exams and other assessments. These include, for example, adapted resources, extra time and adult support where needed. The Assessment Lead and SENCo are responsible for ensuring access arrangements at Oakfield.
- Oakfield Primary School has transition arrangements in place to support pupils moving from class to class, across key stages and to another school, including Secondary School. Further details of these can be found in the SEND Information Report.

12. Training and Resources

- The school receives a delegated budget from the Local Authority to support pupils with Special Educational Needs in the school
- Staff training needs are led by the needs of the pupils in the school and the School Development Plan
- The SENCo regularly attends the Local Authority network meetings and local cluster meetings in order to keep up to date with local and national updates in SEND.
- 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.

13. Roles and Responsibilities

- Oakfield Primary school has a named SEND Governor who attends governor meetings. They liaise regularly with the SENCo.
- All teachers are teachers of pupils with special educational needs.
- The school uses Learning Support Assistants to support all pupils when necessary.
- The Headteacher, Deputy Headteacher, Assistant Headteacher and Learning Mentor have safeguarding responsibilities within the school.
- The SENCo is responsible for managing the Pupil Premium Grant and Looked After Child Funding.
- The SENCo is responsible for coordinating specialist care for pupils with medical needs.

14. Storing and Managing Information

The school follows data protection and confidentiality procedures in line with national guidelines.

15. Accessibility

The school's Equality Policy and Accessibility plan set out accessibility provision.

16. Bullying

The school has an Anti-Bullying Policy. This is available on the school website.

17. Dealing with Complaints

All parents and carers are encouraged to speak to their child's class teacher with any concerns they may have. It is hoped that the majority of issues can be resolved through this dialogue, however, if parents have further concerns they are welcome to make an appointment to meet the SENCo or Headteacher. If the issues remain unresolved,

parents are able to contact the Chair of Governors (see complaints policy for further details.)

18. Reviewing the Policy

The SEND policy will be reviewed annually.