



Oakhill Church School & Nursery

A community of learning, celebration and empowerment

SEND Policy



Curriculum Intent

Community of Learning:

To enable all our children to aspire to seek out challenging learning experiences together.

Celebration:

Children's unique identities and learning styles are celebrated and tailored to, enabling them to build a positive mind set towards their learning.

Empowerment:

To empower a strong sense of determination allowing all our children to flourish in all areas of our enriched curriculum creating positive school memories.

Approved by:

Date: 20-01-2020

Last reviewed on:

April 2019

Next review due by:

April 2021

Oakhill Church School is an inclusive school where everyone is made to feel welcome. Our Bath and Wells Multi-Academy Trust vision sets out to ensure that all students enjoy high quality learning experiences through which they are able to achieve their full potential.

Our inclusive ethos aims to encourage all pupils to be actively involved in their own learning and staff endeavour to provide a full and rounded education, valuing the academic and 'whole-pupil' approaches to their school experience.

What are Special Educational Needs?

A pupil has Special Educational Needs if they have a learning difficulty or disability which incurs a *significantly greater difficulty in learning than the majority of their peers at the same age*. This calls for special educational arrangements to be made for them.

(SEND Code of Practice 2014)

Our Aims and Objectives for SEND at Oakhill:

We adhere to the SEN Code of Practice (2014) in our support of pupils with additional needs, where their provision is '*additional to and different from*' that which is provided as part of a differentiated curriculum for all pupils.

- For every pupil to receive a broad and balanced curriculum in a learning environment that supports learning at differentiated levels.
- For pupils to engage in their own learning and to develop independence and resourcefulness.
- For parents/carers/ to feel supported in the processes involved in supporting their pupils with SEN.
- To ensure that the views of the pupil are heard and valued in supporting them in their learning in the classroom and in accessing broader learning experiences.
- To provide adjustments in allowing all pupils to access all elements of the school curriculum as set out by Somerset's Graduated Response in the four areas of Special Educational Need:
 - Cognition and Learning
 - Communication and Interaction
 - Social, Emotional and Mental Health
 - Sensory and/or Physical Needs

Identifying and Assessing Special Educational Needs:

Identifying pupils with SEN is the responsibility of a wide range of people involved in school life. The pupil's parents/carers, governors, the Headteacher, SENDCo, class teachers and teaching assistants are all integral parts in the process of identifying additional needs.

Early identification of SEN is recognised as essential in reducing barriers to learning and ensuring that the pupil is able to make good progress. Prior to the pupil's entry to the school, their current levels of attainment are obtained, and information is gathered from parents/carers, previous education settings, health and care services. Where previous Special Educational Needs have been identified, the SENDCo from their previous setting will be contacted and liaison meetings with parents/carers will occur and provision will be planned prior to the pupil's entry to the school.

All teachers are teachers of special needs...

Quality first teaching is essential, and teachers ensure that all lessons are well planned, prepared and are of a high quality. Learning is differentiated to meet the needs of all pupils and successes are celebrated at all levels of academic attainment.

Monitoring Progress is vital in order to identify those pupils who are not making good progress. Teachers continuously monitor the progress of all pupils in their class which occurs daily through formative and summative assessments. If pupils are not making good progress in their learning through quality first teaching and differentiated lessons, the area of need is identified and is brought the attention of the SENDCo during a Pupil Progress Meeting. At that point, the SENDCo may need to carry out further assessments and an intervention will be put into place to meet that need.

A Graduated Response is provided by the class teacher whereupon a difficulty has been identified and the barriers to learning are reduced by implementing additional classroom provision. This may be through the use of additional support resources, optimum placement in the classroom to reduce distractions or interventions to reduce the gaps in the pupil's learning by pre or post-teaching a particular skill.

Intervention is used to support a pupil's learning around an area that has been specified by assessment. This could be on an individual basis or as part of a small group, depending on the nature of the intervention. The parents/carers will be notified on the area of need and the intervention that is being planned to meet that need. If the intervention is not supporting the pupil enough in making good progress and reducing that identified gap in their learning, then other SEN arrangements will take place and the support of outside learning support services will be sought.

Outside agencies are called upon when the pupil's needs cannot be met by the school alone. Oakhill Church School receives further support from:

Somerset's Support Services
Speech and Language
Occupational Therapy
Educational Psychology
Vision Support Team
Autism and Communication
Play Therapy
Pupil and Adolescent Mental Health Services (CAMHS).

Managing Pupils on the SEN Register:

Where it is determined that a pupil does have a Special Educational Need, parents/carers will be informed, the pupil's identified need will be discussed and the planned provision for that pupil will be explained. The pupil will become part of the Register of Special Education Need, known as SEN Support. The aim of formally identifying a pupil in need of SEN Support, is to provide best possible support to remove barriers to learning and enable the pupil to make good or accelerated progress in line with the National Curriculum requirements. The SENDCo is responsible to keeping records of children on the Register of Special Educational Need, co-ordinating their provision within the school and maintaining good contact with parents/carers and outside agencies to ensure that the best possible support is given.

The monitoring of the progress made as a result of intervention will be in the form of an **Assess, Plan, Do, Review** cycle in liaison with the pupil, class teacher, SENDCo and parents/carers.

Assess – the needs of the pupil are identified, and initial formative assessment takes place.

Plan – provision is planned in the form of intervention and targets are set.

Do - the intervention planned to meet the required need is carried out by a key adult (class teacher, SENDCo or teaching assistant).

Review – at the end of the intervention, its impact is measured by repeating the initial formative assessment, the number of targets that have been achieved and the view of the pupil in their response to the intervention and its impact on their learning. New targets will be set and the provision for meeting those will be planned.

This is an ongoing cycle to enable provision to be refined and revised as the pupil progresses and interventions that have the greatest impact are identified.

Referral for an Educational Health and Care Plan:

If a pupil has significant health or learning difficulties and it is likely that they will need specialist provision, they may undergo a Statutory Assessment process which can be requested by either the parent or the school. This will occur when the complexity of need is such that a multi-agency

approach is required in assessing the level of need, planning the provision and identifying resources to support the pupil in accessing the curriculum. Further information about EHC Plans and the referral process can be found on the Somerset's SEND Local Offer:

<https://choices.somerset.gov.uk/025/>

Direct link to the EHC Plan process:

<https://choices.somerset.gov.uk/025/local-offer/education-health-and-care-plan/>

The Role of the SENDCo:

The Special Educational Needs & Disabilities Co-ordinator (SENDCo) is responsible for ensuring that the school can track and record SEN provision and decisions for all the children with SEN in the school. A SENDCo manages the SEN Record of Need by:

- Overseeing the day to day operation of Oakhill's SEN policy
- Co-ordinating provision for and managing the responses to children's special needs
- Liaising with and advising colleagues
- Maintaining the school's SEN register and keeping up-to-date records
- Contributing to and managing the medical and learning records of all children with SEN
- Liaising with parents/carers of children with SEN
- Contributing to the in-service training of staff
- Liaising with Early years settings and secondary schools to support transfers of pupils with SEN
- Liaising with external agencies for further advice and support
- Preparing and submitting higher needs funding applications - EHCPs
- Line management of 1:1 support staff
- Requesting a statutory assessment

Somerset's SEND Local Offer:

The SEND Local Offer is a website which is designed to provide guidance, information and support to children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available to families in Somerset across education, health and social care through private, voluntary and community sectors.

Children with Medical Conditions:

Those children whose Special Educational Need arises from a medical need, will be supported by close liaison with parents/carers, outside agencies, the SENDCo, the class teacher and any Support Assistant where implemented. An Educational Health and Care Plan referral will occur and the necessary modifications to classroom and whole school provision will be discussed to enable the pupil to access the curriculum and enable them to partake fully in school life.

Criteria for exiting the Special Education Needs register:

A pupil may be removed from the Register of Special Educational Need if the progress made by the pupil is such that they have gained enough progress to meet their Age-Related Expectations (ARE). These are the standards determined by the government as expected for the pupil's age. Consultation between the SENDCo, parents/carers, class teacher and pupil would occur before removal from the register, whereupon the progress of the pupil would still be monitored by the class teacher to ensure that the pupil continues to make good progress and remain at ARE.

Monitoring and Evaluating SEND Provision at Oakhill Church School:

For the school to make consistent and continuous progress in relation to SEN provision, the school encourages feedback from parents/carers, staff and the pupils themselves throughout the year. Pupil Progress Meetings are an essential means of highlighting children who may need additional support as part of a graduated response. The Assess, Plan, Do, Review (APDR) half-termly cycles occur throughout the year to monitor additional provision and the impact of interventions. Impact is measured in the form of good or accelerated progress made within the 6-week intervention. This is then used to plan further APDR cycles.

Oakhill Church School offer an open-door policy, where parents/carers can access the class teacher, member of the Senior Leadership Team or SENDCo regularly.

The SEN report is an annual evaluation of the effectiveness of the school's SEN provision. This is a consultation between the SENDCo, Senior Leadership Team and the link SEN governor. The completed report is published by the governing body in the school website as the SEN Information Report in accordance with Section 69 of the Children and Families Act 2014.

Training and Resources:

The SENDCo and SEN Governor hold regular meetings to explore any changes in SEN and the current provision within the school as this can change throughout the year if a new pupils transfer to Oakhill with a particular area of SEN. Teaching and Support staff are kept up to date with relevant training and developments in teaching practice in relation to all aspects of SEN and the Graduated Response. Where additional training needs are required, Somerset's Learning Support Services will be consulted, and such training implemented. This training may occur as part of a Staff Meeting, in the form of a Twilight session for longer training needs or as part of an In-Service Training (INSET) day.

Complaints Procedure:

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to the SENDCo or member of the Senior Leadership Team, who will endeavour to help in remedying the concern or if not, would be able to offer advice on formal procedures for complaints.