

OAKGROVE SCHOOL

Special Educational Needs & Disability (SEND) Policy



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ADOPTION AND AMENDMENTS TO SEND POLICY

Written June 2005

| Section | Governors Meeting or Committee | Page and Year of Minute |
|--|---|--|
| Whole Document | Curriculum 3 July 2007 | Curriculum, no page number available – July 07 |
| Whole Document | Curriculum 10 June 2009 | Curriculum, no page number available – June 09 |
| Whole Document | FGB 18 June 2009 | FGB, no page number available, June 09 |
| Whole Document | Curriculum 12 May 2010 | Curriculum, no page number available – May 10 |
| Whole Document | FGB 24 June 2010 | FGB, page 25 – June 10 |
| Whole Document | Curriculum 8 June 2011 | Curriculum, page 4 – June 11 |
| Whole Document | FGB – 16 June 2011 | FGB, page 10 – June 11 |
| Whole Document | Outcomes & Curriculum - 9 May 2012 | O&C, page 9 – May 2012 |
| Whole Document | FGB 28 June 2012 | FGB, page 32 – June 2012 |
| Whole Document | O&C – 30 January 2013 FGB – March 2013 | FGB, page 52 – March 2013 |
| Whole Document | FGB – 20 March 2014 | FGB, page 73 – March 2014 |
| Whole Document | FGB – 16 December 2014 | FGB page 91 - December |
| Whole Document | FGB – 15 December 2015 | FGB page 112 – Dec 2015 |
| Interim review – Primary and Nursery | FGB – 23 June 2016 | FGB page 124 – June 2016 |
| Whole Document | LGB – 13 December 2016 | LGB – page 6 of 7 – Dec 2016 |
| Whole Document | LGB – 12 December 2017 | LGB – page 5/5 – Dec17 |
| Whole Document | LGB – Dec 2018 | LGB – page 5/5 – Dec18 |
| Whole Document | LGB- Dec 2019 | LGB page 6/7 – Dec 19 |
| Interim review – staff updates and acronym references only | ADW Committee – November 2020 | ADW Committee – page 4 – November 2020 |
| Whole Document | LGB 24 th June 2021 | LGB 24 th June 2021 |
| | Next review: 2021/2022 | |

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GENERAL INFORMATION ABOUT OAKGROVE SCHOOL'S SPECIAL EDUCATIONAL PROVISION

This policy continues to apply to Oakgrove School now that it is part of the Kingsbridge Educational Trust.

Legislative Compliance

This policy complies with the guidance given in: **Special Educational Needs (Information) Regulations (Clause 65)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEND Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014

Ofsted Section 5 Inspection Framework April 2019

Ofsted SEN Review 2010 "A Statement is not enough"

Equality Act 2010

Children and Families Act 2014

Keeping Children Safe in Education, 2020

OBJECTIVES

The Local Governing Body are fully involved in developing and monitoring the SEND policy. All Governors and especially the SEND Governor, currently Jason Thelwell, are knowledgeable about SEND provision, including how funding, equipment and personnel resources are deployed.

- To work within the guidance provided in the SEND Code of Practice 0-25 2014;
- To identify pupils/students with SEND as early as possible and ensure that all their needs are met;
- To maximise the opportunities for pupils/students with SEND to join in with all the activities of the school;
- To ensure all learners pupils/students have equal access to a broad, balanced curriculum which is differentiated to meet individuals' needs and abilities;
- To provide support and advice for all staff working with children who have special educational needs;
- To "promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others". (National Curriculum);
- To ensure parents or carers are informed of their child's special needs and promote effective partnership to involve outside agencies when appropriate to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners;
- To secure high levels of achievement for all;
- To meet individual needs through a wide range of provision;

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- To work within the guidance on Keeping Children Safe in Education, checking carefully children with SEND when dealing with safeguarding concerns.
- To ensure that all SEND students are not left out or isolated from their peers with a program of mentoring and support e.g. social skills clubs.
- To attain high levels of satisfaction and participation from students, parents and carers;
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.

ROLES AND RESPONSIBILITIES

Provision for students with SEND is a matter for the school as a whole. It is the responsibility of all teachers to ensure the child's needs are met through the correct provision and strategies suggested by the Learning Advice department, parents or carers and pupils/students.

Lucy Rogers (SENCo) works with the Head Teacher, SLT, Designated Safeguarding Leads (DSLs) and other teaching staff, oversees the strategic development of the SEND policy and provision. The SENCo also monitors SEND Progress along with Sue Hobbs, Secondary Deputy SENCo and Rachel Adams, Primary Deputy SENCo who both oversee the day to day implementation of the policy.

ADMISSIONS

The Local Governing Body has agreed admissions criteria which do not discriminate against pupils/students with special educational needs or disability, and its admissions policy has due regard for the guidance in the Code of Practice 2014 - Admission authorities may not refuse to admit a child because they feel unable to cater for their special educational needs (1:33).

The admission arrangements for pupils/students with SEND joining the school are therefore the same as for other children, namely an initial interview with the Head of Year where both pupil/student and parents/carers are present. If deemed appropriate, the SEND Co-ordinators may be invited to attend this initial meeting. Following the interview relevant information and /or documentation is passed to the SEND Co-ordinators to allow for appropriate support to be in place when the pupil/student joins the school. Part of this process involves close liaison with the Learning Co-ordinator and the relevant Key Stage Academic Achievement Co-ordinator to ensure suitable allocations to a tutor and teaching groups.

All other relevant information is shared with the pupil's/student's subject teachers, tutor and support staff.

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RESOURCES

The school endeavours to ensure that every pupil/student has access to relevant resources. The SEND budget is spent on human and material resources. Human resources include the Deputy SENCo and Learning Advisors. Current staffing is:

| Personnel | Role |
|------------------------------|---|
| Lucy Rogers | SENCo |
| Sue Hobbs | Deputy SENCo and Learning Advice Manager |
| Jackie Darton | Year 7 In-class 1:1 / group literacy intervention |
| Sandra Goble | Year 7 In-class 1:1 / group literacy intervention |
| Julie Goodenough | Year 8 In-class 1:1 / group literacy intervention Year 6 Transition Co-ordinator |
| Bronwen Muncey | Year 8 In-class 1:1 / group literacy intervention |
| Gill Snook | Year 9 In-class 1:1 / group literacy intervention |
| Kyra Ellis | Year 10 In-class 1:1 / group literacy intervention |
| Moira Lemesle | Year 10 In-class 1:1 / group literacy intervention |
| Wahida Butt | Year 11 In-class |
| Catherine De Montes | Year 11 In-class 1:1 / group literacy intervention |
| Alex Holmes | Various year groups |
| Iona Glover | Medical Team School Nurse |
| Oakgrove Primary and Nursery | |
| Mark Sim | Headteacher Primary and Nursery |
| Rachel Adams | Deputy SENCo, Primary |

Categories of SEND:

The new code does not assume that there are prescribed ~~hard and fast~~ categories of SEND, but recognises those children's needs and requirements fall into four broad areas:

- Communication and Interaction
- Cognition and Learning
- Behaviour, emotional and social development
- Sensory and / or physical

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action and support we need to take, not to fit the pupil/student into a specific category. In practice, pupils/students often have needs which overlap across many of these areas and their needs may change over time. A detailed assessment of need ensures that the full range of a pupil's/student's needs is identified, not simply the primary need. The support provided to a pupil/student with SEND is always based on a full understanding of their particular strengths and needs and seeks to address them all by using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

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EARLY IDENTIFICATION

Early identification of pupils/students with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil/student progress through:

- Evidence obtained by teacher observations /assessment
- Their performance judged against Tier/Grade descriptors
- Pupil/Student progress in relation to the school's objectives in the literacy and numeracy strategies
- Standardised screening or assessment tools
- Screening /diagnostic tests
- Reports or observations, including those from home visits and 'stay and play' sessions for children entering Nursery/Reception
- Records from transition schools and nurseries
- Information from parents
- Reception baseline assessments
- Oakgrove tier results
- Tfl Data
- AfL data
- External exam results

On entry to the school each pupil's/student's attainment will be assessed. For pupils/students with identified SEND the SENCo/Deputy SENCo in collaboration with other staff will:

- Use information from the previous school to shape the pupil's/student's curriculum and pastoral provision in the first few months
- Identify the pupil's/student's skills and note areas that require support
- Ensure on-going observations/assessments provide regular feedback on achievements /experiences, in order to plan next steps in learning
- Ensure pupils/students have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme
- Involve pupils/students in planning/agreeing their own targets when appropriate
- Involve parents/carers in a joint home-school learning approach

THE RANGE OF PROVISION

The main methods of provision made by the school are;

- Full time education in classes, with additional help and support by subject teachers and / or Learning Advisors through a differentiated curriculum.
- Exceptionally, periods of withdrawal to work with a Learning Advisor
- In-class support from Learning Advisors
- Pre-school peer reading in the library
- Pre-school booster sessions

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- Lunchtime literacy / numeracy booster
- After school SEN homework support club
- Careers Advise and specialist work experience placements
- 1:1 literacy focus
- Peer mentoring
- Adult mentoring

MONITORING PUPIL/STUDENT PROGRESS

Teachers will make regular assessments of progress for all pupils/students. These should seek to identify pupils/students making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the student's previous rate of progress
- Fails to close the attainment gap between the student and their peers
- Widens the attainment gap

Progress is the crucial factor in determining the need for additional support.

Adequate progress is that which:

- Narrows the attainment gap between pupils/student and peers
- Prevents the attainment gap widening
- Equals or improves upon the student's previous rate of progress
- Ensures full curriculum access
- Shows an improvement in self-help and social or personal skills
- Shows an improvement in the student's behaviour
- Is likely to lead to Further Education, training, and /or employment.

Where teachers decide that a pupils/student's learning is unsatisfactory, the SENCo/Deputy SENCo will work with teachers in consultation with parents to identify strategies to improve rates of progress. Where necessary, external sources of support will be consulted.

RECORD-KEEPING

The school will record the steps taken to meet a pupil's/student's individual needs. The SENCo/ Deputy SENCo will maintain the records and ensure access to them on the school secure IT systems, with hard copies kept in individual folders in the SEN office. In addition to the usual school records, the pupil/student profile will include:

- Information from previous school / phases
- Information from parents/carers
- Information on progress and behaviour
- Pupil's/Student's own perceptions of difficulties
- Information from health / social services

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NATURE OF INTERVENTION

Where a pupil/student is identified as having SEND, the school will act to remove barriers to learning and put effective special educational provision in place. This SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's/student's needs and of what supports the pupil/student in making good progress and securing good outcomes. This is the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of the student.

Assess:

In identifying a child as needing SEND support the teacher, working with the SENCo/Deputy SENCo, will carry out a clear analysis of the pupil's/student's needs. This should draw on the teacher's assessment and experience of the pupil/student, their previous progress and attainment, as well as information about the pupil/student from the whole school TFL and AFL progress system. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents/carers, the pupil's/student's own views and, if relevant, advice from external agencies. This information can be recorded on the SEND Referral Form

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and a clear picture of the interventions put in place and their effect is developed.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals will liaise with the school to help inform the assessments. Where professionals are not already working with the school staff, the SENCo/Deputy SENCo will contact them if the parents/carers agree.

Plan

Where it is decided to provide a pupil/student with SEND support, the parents/carers will be formally notified, although parents/carers should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCo will agree in consultation with the parent/carer and the pupil/student the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. This information will be included on each SEND pupil's/student's individual 'Learning Plan'.

All teachers and support staff who work with the pupil/student will be made aware of their needs and the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on SIMs and the school secure IT systems.

The support and intervention provided will be selected to meet the outcomes identified for the pupil/student, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge where possible.

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Do

Where the interventions involve group or one-to-one teaching away from the classroom the subject teacher still retains responsibility for the pupil/student. They work closely with any Learning Advisors, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The Deputy SENCo supports the teacher in the further assessment of the pupil's/student's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's/student's progress should be reviewed in line with the agreed date.

The impact and quality of the support and interventions will be evaluated, along with the views of the pupil/student and their parents/carers. This should feed back into the analysis of the pupil's/student's needs. The teacher, working with the Deputy SENCo, will revise the support in light of the pupil's/student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent/carer and pupil/student.

The parents/carers will be provided with clear information about the impact of the support and interventions provided enabling them to be involved in planning next steps.

INVOLVING SPECIALISTS

Where a pupil/student continues to make less than expected progress, despite evidence – based support and interventions that are matched to the pupil's/student's area of need, the school will consider involving specialists.

The teacher, Head of Year, Deputy SENCo, LA's together with the specialists, and involving the pupil's/student's parents/carers, will consider a range of evidence based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the pupil's/student's progress. They will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

INDIVIDUAL PUPIL/STUDENT LEARNING PLANS

All pupils/students receiving additional learning support have a "Provision Map".

These outline 3 or 4 short-term targets and strategies to enable the pupil/student to progress. The targets are generated by subject teachers in consultation with support staff, pupils/students and parents/carers during the process of Targets for Learning or SEND review meetings.

The plan also keeps a summary of both qualitative and quantitative data including subject progress, behavioural progress, reading levels etc, provision made, dates of reviews, success and /or exit criteria, outcomes recorded at review.

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Pupil/Student SEN targets are discussed at TfL review meetings for KS4, SEND review meetings and parents' evenings.

REQUESTING AN EDUCATION, HEALTH AND CARE PLAN

SEN support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND, the pupil/student has not made the expected progress, the school will consider requesting an Education, Health and Care assessment. Parents/carers and pupils/students will be fully involved in the process.

REVIEWS OF STATEMENTS AND EDUCATION, HEALTH AND CARE PLANS

Statements and Education, Health and Care (EHC) Plans will be reviewed annually.

The aims of the annual reviews will be to:

- Assess the pupil's/student's progress in relation to the EHCP or statement targets
- Review the provision made for the pupil/student in the context of the school curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing statement in relation to the pupil's/student's performance during the year, and whether to cease, continue or amend it.
- Set new targets for the coming year.

From year 9 onwards, especially for those with EHC plans, the Local Authority, school, colleges and other agencies are involved in the planning of a student's transition to adult life, the future and how to prepare for it, including their health, where they live, their relationships, control of their finances, how they will participate in the community and achieve greater independence.

The school will ensure that reviews for students transferring to post 16 provision are conducted by 31st March in the year the student is due to transfer.

EVALUATING SUCCESS

The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by senior staff and line-managers through formal teacher observations as part of performance management policy
- Monitoring of classroom practice by senior staff, SENCo, Deputy SENCo through Learning Advisor observations as part of performance management policy
- Analysis of pupil/student tracking data and test results
- Value added data for pupils/students on the SEND Register
- Consideration of each pupils/student's success in meeting their individual support plan targets
- Termly monitoring of procedures and practice by the SEND Governor
- School self-evaluation
- The school improvement and development plan

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In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents/carers
- Pupils/students
- Governors
- Kingsbridge Educational Trust professionals
- External professionals

Complaints procedures

The schools complaints procedure is outlined on the school's website. The SEND Code of Practice outlines additional measures the Local Authority must set up for preventing and resolving disagreements. These will be explained to parents if required.

PARTNERSHIPS WITHIN AND BEYOND THE SCHOOL

Staff development and appraisal

Staff are encouraged to attend courses or other training to help them to acquire the skills needed to work with SEND pupils/students. Some training will be statutory. Part of the SENCo and Deputy SENCo role in school-based CPD is to develop awareness of resources and practical teaching procedures to use with SEND pupils/students. As a routine part of staff development, CPD requirements in SEND are assessed during performance management reviews. Learning Advisors are observed 3 times a year which highlights certain areas for development. Learning Assistants have a training meeting every Friday afternoon.

Links with other agencies, organisations and support services.

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for SEND pupils/students at Oakgrove School. When it is considered necessary, colleagues from the following support services will be involved with SEND students:

- Educational Psychologists
- Medical Officers
- Kingsbridge Educational Trust professionals
- Speech and Language Therapists
- Physiotherapists
- Hearing Impairment Services
- Visual Impairment Services
- Specialist Teaching Team
- MASH Team (Multi Agency Safeguarding Hub)
- Child and Adolescent Mental Health Service (CAMHS)

Partnerships with Parents/Carers: Oakgrove School firmly believes in developing a strong partnership with parents / carers and this will enable children and young people with SEND to achieve their potential. The school recognises that that parents/carers have a unique overview

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of the child's needs and how best to support them, and that this gives them a key role in the partnership.

The Voice of the Pupil/Student:

All students are involved in making decisions where possible. The Children and Families Act 2014 gives significant new rights directly to young people. In Oakgrove Secondary, students are involved in target setting 3 times a year and with their tutor and/or key worker, they are also encouraged to attend meetings for parents' evenings, TFL for KS4 and students and share their thought at or via a pupil/student opinion form at annual reviews. SEND pupils/students are also involved in feedback meetings with their key workers every half term in which they voice their strengths, weaknesses and suggest ways in which they could improve their progress further.

All Secondary EHC students will attend each of the 3 reviews of their plan, and are able to submit their report either verbally or in written form. This might be read out by the Learning Advisor. In the Primary and Nursery, the opinions of the children will be gathered in an age-appropriate manner and will be read out by the Learning Advisor.

Linked policies: *Supporting students at school with medical conditions*

Date adopted by the Local Governing Body: 24th June 2021