



**Special Educational Needs & Disability (SEND) Policy
and Information Report 2022**

OAKGROVE SCHOOL

Special Educational Needs & Disability (SEND) Policy and Information Report 2022

ADOPTION AND AMENDMENTS TO SEND POLICY

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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/students with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils/students with SEND

At Oakgrove School we are an all-through, inclusive mainstream setting and believe passionately in enabling all of our pupils/students to strive for excellence, be innovative and show respect for others and the environment. We provide a broad and balanced curriculum for all pupils/students through quality first teaching in the classroom, as well as delivering targeted and personalised support which meet the needs of the individual learners. Early identification of need is important to reducing barriers to learning which in turn enables progress.

All pupils/students are included in both curricular and extra-curricular activities as well as educational trips and visits. All pupils/students at Oakgrove School, including those on the SEND register, are subject to the same high expectations of uniform, behaviour and aspirations. Good communication is used between all relevant staff to give our learners the best opportunity to succeed.

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 pupil/students/students with SEND and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND Co-ordinators (SENDCOs) and the SEND information report.

This policy also complies with our funding agreement and articles of association.

3. Definitions

Quality first teaching, which is differentiated and personalised, will meet the needs of the majority of children and young people. Some children and young people require provision that is additional to or different to this. This is special educational provision (Section 21, Children and Families Act, 2014).

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A pupil/student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them which is beyond reasonable adjustments in the classroom.

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 young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Lucy Rogers.

The Secondary Deputy SENDCO is Sue Hobbs.

The Nursery and Primary SENDCO is Rachel Adams.

They will:

- Work with both headteachers and the SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupil/students/students/students with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupil/students/students with SEND receive appropriate support and quality first teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils'/students' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential prior and 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/students with SEND up to date

4.2 The SEND governor

The SEND governor (Jason Thelwell) will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

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4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

4.4 Class teachers

Each class teacher is responsible for:

- Providing quality first teaching, which is differentiated and personalised and aimed at meeting the needs of the of pupils/students in their classes.
- The progress and development of every pupil/student in their class.
- Working closely with any Learning Advisors or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Reading and regularly checking any updates on pupils/students via emails, GoogleClassroom and EduKey Provision Mapping.
- Ensuring they follow this SEND policy.

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides 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/students with SEND and assessing their needs

Class teachers will make regular assessments of progress for all pupils/students 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.

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

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Early identification of pupils 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.
- Performance judged against Tier/level descriptors.
- Pupil 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/carers.
- Reception baseline assessments.
- Oakgrove tier results.
- Tfl Data & AfLdata.
- External exam results.

5.3 Consulting and involving pupils/students and parents/carers

We will have an early discussion with the pupil/student and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

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

We formally notify parents/carers when it is decided that a pupil/student will receive SEND support.

5.4 Assessing and reviewing pupils'/students' progress towards outcomes

We will follow a graduated approach and the four-part cycle of assess, plan, do, review (as outlined in the Special Educational Needs and Disability Code of Practice, 2014 (SEND COP, 2014 6'44 - 6.56)).

The graduated response focuses on quality first teaching, targeted and then personalised Support.

The process of meeting special educational needs is one of a continuous and systematic cycle; assess, plan, do, review:

- Assess – we identify the needs, strengths and weaknesses.
- Plan – through meetings/discussions we decide on the outcomes.
- Do – we implement the support/adjustments.
- Review – we check the effectiveness of support and restart the cycle.

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At Oakgrove we use the EduKey Provisional Mapping to document this cycle and as a platform to share information with relevant staff.

The SENDCO/Deputy SENDCO will work with subject and classroom teachers to carry out a clear analysis of the pupil's/student's needs. This will draw on:

- The teacher's assessment and experience of the pupil/student.
- Their previous progress and attainment or behaviour.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil/student's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly and the time scale linked to this may vary depending on the Key Stage of the pupil/student.

All teachers and support staff who work with the pupil/student will be made aware of their needs, current targets and any teaching strategies or approaches that are required.

The effectiveness of the support and its impact is reviewed as part of this cycle also.

5.5 Supporting pupils/students moving between phases and preparing for adulthood

We will share/gather information with the school, college, or other setting the pupil/student is moving to or from.

- Extra transition days are provided from KS2 to KS3 for SEND and vulnerable students.
- Verbal conversations with transition feeder schools.
- Prioritised careers advice appointments accompanied by a Learning Advisor (KS3-5).
- Work experience support.
- Help with college applications.
- Support with option decisions in Year 9.
- Reception home visits/stay and play/nursery visits.
- A consistent pastoral team that supports year groups from Year 7 to Year 11.
- Handover between classroom teachers and relevant staff from Reception through to Year 6.

5.6 Our approach to teaching pupils/students with SEND and range of provisions

Teachers are responsible and accountable for the progress and development of all the pupils/students in their class. Often, needs can be met in the classroom through reasonable adjustments and quality first teaching (e.g. change in pedagogy, additional/different resources, chunking of tasks) and our SEND teams can support and advise teachers with this. Special educational provision is underpinned by this quality first teaching and is compromised by anything less. On a day to day basis we encourage teachers to use a 'toolkit' approach to teaching classes with SEND pupils/students and encourage strategies such as the use of time reminders, clear and manageable expected outcomes and careful seating arrangements etc. Oakgrove offers a full time, broad and balanced curriculum and in class support from Learning Advisors is used to support the majority of our SEND students, particularly those who hold an EHCP.

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A Keyworker is assigned to all students. Most Keyworkers are in the same classes as the pupils/students and they are able to support on a day to day basis. Keyworkers gain the views of the student for the Provision Map and give guidance/link with classroom teachers. They will liaise with and report any concerns to SENCO/Deputy SENCO. At the Primary site the keyworker is generally the class teacher who will work in close collaboration with any relevant staff.

Range of provision:

- Zones of Regulation.
- Self-Regulation for Teens.
- Toe by Toe.
- Peer reading.
- Full time education in classes, with additional help and support by subject teachers and / or Learning Advisors through a differentiated curriculum.
- Where appropriate, periods of time out of lessons to work with a Learning Advisor.
- In-class support from Learning Advisors.
- Pre-school peer reading in the library.
- Pre-school booster sessions.
- Lunchtime literacy / numeracy booster / Lego and social skills clubs.
- After school SEND homework support club (KS3-KS4).
- Careers Advice and Specialist Work Experience placements.
- 1:1 literacy focus.
- Morning meet and greet sessions.
- Visuals including symbols where appropriate.
- Peer mentoring.
- Staff mentoring.

5.7 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all pupils/students are able to access it through by ability setting/grouping and lesson content.
- Differentiating our teaching through teaching methods and resources such as giving longer processing times, pre-teaching of key vocabulary and reading instructions aloud.
- Using recommended aids such as laptops, iPads, visual timetables, larger font and DocsPlus.

5.8 Staff training

- The school SENDCO has successfully completed the National Award for SEND Coordination.
- Whole school periodic training focused on quality first teaching.

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- CPD focused on specific needs as required, this could be internally or through external providers/services.
- All trainee staff receive SEND training as part of their placement.

5.9 Securing equipment and facilities

Schools are provided with resources to support children and young people with additional needs, including those with SEND and disabilities. Most of these resources are determined by a local funding formula. Academies receive an allocation based on a national funding formula. Schools have an amount identified within their overall budget, called the notional SEND budget. This is not a ring-fenced amount and it is for the school to provide high quality appropriate support from the whole of its budget.

The Local Authority provides top up funding where the cost of the special educational provision required to meet the child or young person's needs exceed that which is nationally prescribed.

5.10 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils/students with SEND by:

- Reviewing pupils'/students' individual progress towards their targets.
- Reviewing the impact of interventions after an agreed number of weeks or amount of sessions.
- Monitoring by the SENDCO.
- Using provision maps to record progress.
- Holding annual reviews for pupils/students with EHC plans.
- Using observations/learning walks to quality assure the effectiveness of the quality first teaching.
- Regular data collection points happen throughout the year and are analysed as part of the wider school data picture.

5.11 Enabling pupils/students with SEND to engage in activities available to those in the school who do not have SEND

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).

All of our extra-curricular activities and school visits are available to all our pupils/students, including our before-and after-school clubs.

All pupils/students are encouraged to take part in sports day/school productions/work experience/curriculum enhancement days.

No pupil/student is ever excluded from taking part in these activities because of their SEND or disability as in line with the Equality Act 2010.

- The admission arrangements for pupils/students with SEND joining the school are the same as for any other pupil/student.
- Clear communication between the SEND team and Pastoral staff ensures all students are aware of events and activities.

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- Where appropriate, activities and trips are risk assessed.
- Disabled toilets are available at both sites.
- Oakgrove school work closely with the Sensory Team when there are visual and hearing impairments.
- Both school sites have dropped doorways creating easy access to buildings and classrooms.
- Both sites have automatic doors at their front entrances.
- Lifts are available to enable access to all floors of both school sites.
- SENDCO/Deputy SENCO/Exams Manager will ensure that appropriate access arrangements are provided for students in lessons and applied for in internal exams.
- Oakgrove School's Accessibility plan can be found [here](#).
- Oakgrove School's Equality Information and Objectives plan can be found [here](#).

5.12 Support for improving emotional and social development

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

- Students at the secondary site with SEND are encouraged to attend meet and greet session before school.
- All SEND students have a key worker who they will communicate with regularly (KS3-KS4).
- Where appropriate students with SEND are encouraged to use a designated safe space during non-structured times, which is supported by appropriate adults. This aims to promote teamwork and help build friendships along with other key skills.
- The SEND team work closely with the safeguarding team and pastoral staff/primary class teachers to support students' wellbeing.
- Each secondary school Year group has a Head of Year, Assistant Head of Year and Pastoral assistant who see the year group through to Year 11.
- The primary school have a consistent class teacher throughout each academic year.

We have a zero-tolerance approach to bullying.

Our anti-bullying policy can be found [here](#).

5.13 Working with other agencies

Oakgrove School recognises the important contribution that external agencies and services can make in assisting to support, identify and assess, SEND pupils/students, such as:

- Educational Psychologists.
- Speech and Language Therapists.
- Physiotherapists.
- Occupational therapists.
- Sensory Team (visual and hearing impairments).
- Local Authority SEND Team (Inclusion and Assessment).
- Child and Adolescent Mental Health Service (CAMHS).
- School nursing/health visiting team.

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5.14 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo Lucy Rogers in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils/students 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.

5.15 Contact details of support services for parents of pupils/students with SEND

There is a directory of support services via the [MK Local Offer](#).

Below are a few links to some of the key services you may find useful:

- [Child and Adolescent Mental Health Services \(CAMHS\)](#)
- [MK SENDIAS](#)
- [IPSEA](#)
- [MK PACA](#)
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5.16 Contact details for raising concerns

SENDCO is Lucy Rogers (lrogers@oakgrove.school).

Secondary Deputy SENDCO is Sue Hobbs (shobbs@oakgrove.school).

Nursery and Primary SENDCO is Rachel Adams (radams@oakgrove.school).

5.17 The local authority local offer

Our contribution to the local offer is [here](#).

Our local authority's local offer is published here: [MK Local Offer](#)

6. Monitoring arrangements

This policy and information report will be reviewed by Lucy Rogers, SENDCO, 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

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- Equality information and objectives
- Supporting pupils/students with medical conditions
- Anti-bullying
- Safeguarding

Oakgrove School
June 2022