

Oakham Primary School

Special Educational Needs & Disability Policy



Approved by Governors on:

27/02/23

Signature of Chair of Governors:

A handwritten signature in black ink, appearing to read "N Skett".

Lead Personnel:

N Skett

Date to be reviewed:

27/02/25

The Special Needs Policy takes careful account of the Education Act 1996, the Code of Practice 2014, the Special Educational Needs & Disability Act 2001, the policy of Sandwell Local Authority, the Government documents *Every Child Matters: Change for children 2004*, and *Removing Barriers to Achievement; The Governments Strategy for SEND 2004*, and the aims of the school as outlined in school documentation.

All children have skills, talents and abilities and as a school we have a responsibility to develop these to the full. We believe that: All children are entitled to a relevant and worthwhile education designed to enable individual pupils to participate fully in society and to contribute to and benefit from it.

Pupils who have Special Educational Needs or Disabilities (SEND) should be supported wherever necessary to achieve full access to the whole school curriculum. This will need to be facilitated through a range of access technologies including skilled staff, specialist equipment and resources.

Pupils should have special programmes designed to maximise opportunities for independent living in preparation for life after school, including preparation for work or continuing education. With regard to these beliefs, the following document outlines the provision the school endeavours to achieve.

DEFINITION OF SEND

Children have SEND if they have a *learning difficulty* that calls for *special educational provision* to be made for them. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age (ref: Sandwell LEA Criteria).
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LEA.
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

For children of two or over, educational provision is that which is additional to, or different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

THE MANAGEMENT OF SEND AT OAKHAM PRIMARY

The SEND Coordinator (SENDCo) is Mr N.Skett and he has the responsibility SEND pupils, he is supported in the day-to-day operation of the SEND policy by Mrs T.Rivers, Inclusion Manager.

The SENDCo and Inclusion Manager will:

- Oversee the running of the provision for pupils with SEND including general class, small group and individual support.
- Organise and manage the work of the school's SEND support staff.
- Maintain the school's Special Needs records and all the required documentation.
- Ensure the progress of pupils who have special needs is regularly monitored and reviewed.
- Liaise with teachers, parents, carers and outside specialists.
- Ensure annual reviews for EHCP pupils are completed within statutory timescales.
- Organise meetings, as appropriate, with designated teachers at regular intervals in respect of special needs issues.
- Regularly review and monitor SEND provision within the school.
- Participate in meetings with external agencies regarding individual pupils to be assessed or reviewed.
- Liaise with literacy coordinator, numeracy coordinator, class teachers to ensure the needs of pupils with special educational needs are met throughout all the subjects of the curriculum.
- In line with the school's professional development programme provide access to in-service training to meet the needs of the school and individual members of staff.
- Meet termly with the designated SEND Governor, Ms. A Underhill and report annually for the "Governors Report to Parents".

ADMISSION ARRANGEMENTS

The school adheres to the admission policy of the LEA and therefore has no special provision under admission arrangements for limiting or promoting access for pupils with special needs who are without an EHCP. It does however, endeavour to provide appropriate support for all pupils with a range of SEND.

THE INTEGRATION AND INCLUSION OF CHILDREN WITH SEND WITHIN THE SCHOOL

At Oakham Primary, we are committed to the LA's policy of inclusion where we believe that we can appropriately cater for a child's SEND. We are always keen to ensure that a child with SEND has the appropriate support and are in regular contact with Inclusion Support

SEND SPECIALISMS

The school has no special unit or specialisms. Specialised medication for an individual pupil is stored in the School Office along with procedures and the protocol. Medical Care plans are on display in staffroom, related classrooms and school office.

ACCESS FOR THE DISABLED

The school has provided access for disabled pupils through ramped access to the main school office, dining room, KS1 and KS2 entrances, and toilet facilities in the KS2 corridor. The needs of the pupil will be taken into account when considering timetabling arrangements in order to ensure full access to the curriculum is available.

On-going development regarding access is implemented via the school's separate Accessibility Plan.

SEND BUDGET ALLOCATION & ANALYSIS IN RELATION TO THE DELIVERY OF SEND SUPPORT

With regard to the annual allocated budget as set out in LEA documentation and in line with the aims and beliefs of this policy document, the following information outlines the basis on which the school plans for the delivery of SEND support.

THE ALLOCATION OF RESOURCES TO AND AMONGST PUPILS WITH SEND

- LSA's, LSP' & HLTA's are employed to work in classrooms to support children.
- LSA's, LSP' & HLTA's are employed to support children on Wave 2.
- LSA's, LSP' & HLTA's work with Wave 3 and children with EHCP's.
- The DEN – Two SEND Structured Learning Environments for small groups of children accessing a bespoke curriculum or focused learning sessions.

ANALYSIS OF BEST VALUE

The SENDCo & Senior Leadership Team use both quantitative & qualitative analysis in the evaluation of SEND provision. The following criteria are used to establish best value:

- Pupils on the SEND register having made varying degrees of progress according to staff records
- Periodic reading, spelling and diagnostic assessments demonstrate individuals progress
- Comparative data from standardised tests(SPAR Reading, NFER English, YARC, Maths & Non-Verbal, Salford Reading and SATs)) are used as guidelines for assessing the pupils ability in working to their full potential

- By lesson observation feedback to assess suitability of curriculum materials, delivery & use of support allocated for pupils with SEND
- Monitoring of SEND provision via a range of approaches (including Provision Mapping and use of the 'Key Skills Ladders for Reading, Writing & Mathematics, assessed against the Pre-Key Stage Standards.
- Use of the 'Towards Independence Hierarchy' resources for independence across learning and life skills.

FUTURE PLANNING

Future planning on SEND takes place in accordance with:

- Ongoing evaluation of best value
- Annual SEND budget allowance
- Ongoing LEA & Government directives

IDENTIFICATION, ASSESSMENT, RECORD KEEPING & REVIEW

'ADDITIONAL SEND SUPPORT'

Identification

The identification would be with regard to the information as outlined in the Code of Practice: "The triggers for intervention through *Additional Support* could be the teachers or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities and appropriate learning interventions/support:

- Makes little or no progress even when teaching approaches are targeted, particularly in a child's identified areas of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- Has Sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum"

The gathering of information in respect of identifying the pupil's special educational needs may be via:

1. Liaison with teachers.

2. Liaison with Pre-school provision.
3. Liaison with parents by school parent meetings & individual contact.
4. Liaison with external agencies where pupils may have been known to their service.

ASSESSMENT OF NEEDS

1. Information from pre-school initially.
2. Whole school screen assessments (FSP, Pupil Targets, NFER)
3. SEND screen tests (Salford SRT, Neale ARA, YARC, Young Parallel Spelling, Basic Number Screening, Phonic Knowledge & HFW Assessments).
4. Diagnostic Assessment of individuals highlighted from the above three areas.
5. Class teacher comments & analysis of progress registered through pupil targets, ongoing marking, reviews & reports.
6. Pupils referred by class teachers as giving cause for concern and therefore meriting assessment and possible inclusion on SEND record.
7. Ongoing assessment, review and record keeping of pupils in line with the school's organisation of the SEND Code of Practice.
8. Data/ Progress records generated by targeted intervention sessions – measure of progress, fluency etc.
9. Boxall Profile for children with developmental diagnostic needs.

PROCESS FOR ACTION, RECORD-KEEPING & REVIEW

1. Upon referral to the SENDCO, the pupil undertakes an assessment to identify the nature of the need and the severity.
2. Appropriate information is gathered from staff teaching the pupil.
3. Discussion takes place with parents to gather relevant information on the child.
4. Local Authority SEND Advisory Teacher involvement will be requested using allocated hours for Sandwell Inclusion Support. Further assessment/diagnostic sessions, in/formal observations and 1:1 work will help generate recommendations/advice for school-based staff to follow. SENDAT can also refer pupil to other professionals working within Inclusion Support. Other professional advice may be requested (CAMHS, Paediatrician, Physiotherapy/Occupational Therapy or Speech & Language)
5. SEND – Additional Support:

From the collated information, the SENDCO or Inclusion Manager discusses the child's needs with the child and parents and, where appropriate, upon agreement, records the

pupil as receiving 'SEND – Additional Support' and recorded on the school SEND register.

The support to be provided for the child will be indicated on the school provision map. (Where there is deemed to be no SEND and/or LEA criteria is not met, the child will continue to be monitored by the class teacher – additional 2/3rd wave interventions will be used to accelerate understanding and attainment. This will also be reviewed during termly data/pupil progress meeting with senior management)

6. Review/Evaluation:

SEND/CO/Inclusion Manager collects information from pupil's reports and requests staff comments, collates the information, discusses with the pupil and parents. Next steps are formulated or it is agreed to remove the pupil from the SEND register.

7. SEND/CO/Inclusion Manager delegate resources appropriately:

- i) reverts to 5 above as part of a continuous cycle, or
- ii) proceeds to 8 & asks for advice from external agencies.

8. Advice in school:

School asks for advice from external agencies in respect of the nature of the SEND & appropriate resourcing/possible action to be taken as part of 'Additional Support'. Revert to 5 using information gleaned in continuation of process.

RECORD KEEPING & PROVISION MAPPING

Current Provision Maps are kept in class SEND Folders. Provision Maps from previous terms are also kept in these folders. Class teachers of EHCP children have an up to date copy of the current EHCP in their files and refer to these regular to support appropriate teaching and learning.

Class teachers liaise with the Inclusion Manager to discuss appropriate learning targets and where they can be incorporated and applied into differentiated teaching units.

The Inclusion Manager maintains whole school provision maps for English, Maths and SEMH (available on our website). In collaboration with the SLT to ensure appropriate support, intervention and allocation of resources to pupils with additional needs or require focused and targeted short-term support.

STATUTORY ASSESSMENT FOR AN EDUCATION HEALTH CARE PLAN

Identification

As outlined in the Code of Practice, “Where a request for statutory assessment is made by a school to an LEA, the child will have demonstrated significant cause for concern.”

The school will provide evidence from:

- The school’s action through Wave 2 & 3 Interventions
- Records of regular reviews and their outcomes
- The pupil’s health including the child’s medical history where relevant
- National Curriculum levels
- Attainment in Literacy (Reading, Spelling & Writing) & Mathematics
- Educational & other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents and of the child
- School SIMS Behaviour Record, Home/School diary.
- Involvement of other professionals
- Any involvement by Social Services or Education Welfare Service

Education and Health Care Plan (EHCP)

Before requesting an EHCP schools should be able to demonstrate the processes and interventions put in place to support the child in order that they can make progress; costs of support will be in excess of £6,000. This SEND Handbook contains a wealth of advice and the Assessment and Moderation Panel will expect to see evidence that it has been utilised prior to requests for EHCP being made.

A key part of the EHCP process is a Community Assessment Meeting which is intended to gather parents and professionals to share their knowledge and understanding of and with the child or young person and decide the outcomes they will strive for in terms of employment, friends and living in the community and independence. A CAM must be held before requesting an EHCP. There is a CAM leaflet for parents and carers to explain this process in detail and will be sent with invite.

The EHCP paperwork is sent to the LA SEND Department, for consideration at a fortnightly AMP panel, which is made up of SENDCo’s, Inclusion Support Professionals, Parents and Teachers. If the AMP panel is all agreement that there is enough evidence, they will agree for the EHCP statutory assessment to go forward. If the panel decide there is not enough evidence, school, parents and careers have 14 days to appeal. They will be advised to access

the SENDIASS team to work alongside parents and school to enable more evidence will be gathered.

Once assessment is completed by Educational Psychologists, Social Care, and Health Professionals, alongside the Education contributions will form the draft EHCP, which will be sent direct to parents and carers for consultation, if it is accepted the parents will return the signed plan back to be finalised. School will then be consulted about placing the child at Oakham and if agreed this will be added to the final plan. This process should be completed within a 20-week time frame.

Provision is then made by the LA dependant on the particular needs of the child- either in the agreed and named mainstream school or, where further specialism/resources are required, at an appropriate LA SEND Provision.

Arrangements for providing access for pupils with SEND to a balanced and broadly based curriculum, including the National Curriculum

Our policy is to provide access for all children to the National Curriculum. Different ability groups and needs will be catered for by differentiated planning and classrooms are organised and managed with this in mind.

Process for Action, Record-Keeping & Review

1. On receipt of an EHCP from the LEA, the SENDCO or Inclusion Manager will formulate an action plan of support/provision.
2. From collated information and advice from external agencies, the SENDCO discusses the child's needs with the child & parents and arranges provision within the school; possible 1:1, additional resources, withdrawal sessions from mainstream class if appropriate). The support to be provided is indicated and set within short-term targets. (Where the LEA does not issue an EHCP, the child remains at *Additional SEND status*).
3. Review/Evaluation:
Interim reviews: The SENDCO collects information from the pupil's reports and requests staff comments, collates the information and discusses with pupil and parents.

Either:

- i) targets regularly reviewed and new ones set; ongoing until next review; these are recorded on an interim EHCP Target Sheet.
- ii) the annual review is initiated early.

4. Annual Review

The SENDCO collects information from staff, parents, child & outside agencies and collates the information prior to the annual review. Progress is discussed and either:

- i) a request is made to maintain the EHCP and revert to 2 above, a continuation of the process within the school setting, or
- ii) an amendment to the EHCP is requested, or
- iii) a request is made to cease the EHCP and revert back to 'Additional SEND' status.

ACCESS TO THE CURRICULUM

To accommodate pupils who are designated as having A Special Educational Need or Disability, the school provides:

- A number of learning support practitioners and learning support assistants to provide support enabling appropriate access to the curriculum via in-class, small group & individual support.
- Individual teaching programmes, or Wave 2/3 group interventions, designed to meet the needs of each particular child.
- External support may be accessed – Speech & Language Therapy, Physiotherapist etc
- Individualised timetables to accommodate specific needs (this may include disapplication from the N.C. subjects as agreed through formal requests).
- Specialist equipment is provided and/or appropriate adjustments made to learning materials/environment.

The school aims to include all pupils with special needs into all the activities of the school as far as it is appropriate. However, in the best interests of the child, there may be occasions or periods of time when the best solution is withdrawal for special intensive programmes to be taught.

Parents, Carers and pupils will always be involved in discussion when these situations arise and the pupil's welfare will be the major factor considered when decisions are taken.

THE DEN – OAKHAM'S SEND STRUCTURED LEARNING ENVIRONMENTS

Small numbers of Oakham children will access the 'Little or Big' Dens as part of their journey through Oakham Primary. They access a bespoke, structured and planned curriculum best suited to meet their individual needs in a supportive learning environment.

The Den is NOT a Sandwell Funded Focused Provision and is not intended to support the Local Authorities SEND offer.

Our two SLE's have been designed and developed in conjunction with Sandwell Inclusion Support with input from the designated Educational Psychologist, SEND, CCAT and SEMH teachers. Children attending den sessions benefit from access to outdoor space and multi-sensory room if required as part of their bespoke provision.

Little Den Learning targets are based on Sandwell Key Skills Ladders and Big Den targets work on the school Step Up 1&2 assessment models. Children's learning is marked in accordance with the school's marking and feedback policy.

When and where appropriate, children attending sessions in The Den will access learning in mainstream classrooms and class teachers make appropriate adaptations to lessons to facilitate their inclusion. Class teachers review learning from 'The Den' at the end of each week and work in collaboration with the Inclusion Manager to plan units of learning and curriculum links.

Parents and Carers will always be consulted and asked to confirm that they agree for their child to attend sessions in our SLE's.

These placements, in either SLE, will be reviewed on a termly basis, involving members of SLT, the HT/SENDCo, Inclusion Manager, staff from Sandwell Inclusion Support, the child and their parents/carers.

The SLE's are designed to meet the needs of Oakham children whilst building towards each child accessing mainstream classes for as much time as possible.

EVALUATING SUCCESS

SEND Records

The school SEND records will collate and record the school's responses at all stages and information collected at review meetings will be included. An appropriate combination of the following information regarding individual pupils will be available in school for scrutiny at any time:

Special Needs Register.

Description & nature of pupil's difficulty.

Strategies to be adopted.

Individual SEND PLP - Personal Learning Programme (See Appendix ii)

Reviews.

Reports from outside agencies.

Monitoring of Provision

The following information is available within school in respect of the effectiveness of the support available for pupils with identified SEND. It is gleaned from monitoring and evaluation via observations of:

- Whole class/group teaching
- Small group/individual teaching
- In-class support
- Use of differentiated teaching/resources
- Target setting
- Pupil progress

VALUE ADDED

The notion of “value added” is an important one to Oakham School and is monitored by pupil achievements in relation to assessments & results in the following ways:

- i) tests, both school-based & external
- ii) school’s award schemes
- iii) extra-curricular activities
- iv) Hierarchy of Independence

This information provides a valuable insight into the progress of pupils with SEND.

THE ROLE OF THE GOVERNORS

The governor with responsibility for SEND, Ms A.Underhill will provide termly reports to the whole governing body based on observations and evidence gained from a pre-planned rolling programme of meetings (AU can be contacted through the school address).

The whole governing body have a responsibility to produce an annual report, which will state the number of students with SEND in the school and comment on the school’s effectiveness in the implementation of the SEND policy in respect of:

- identification of needs
- Notification to parents of a child who is deemed to have SEND
- Assessment of need
- Provision for meeting SEND requirements and duty of care
- Provision of an inclusive environment for all
- Methods of monitoring, recording & reporting

- SEND funding & spending
- Deployment of equipment, personnel and resources
- The use made by school of the outside agencies & support services
- SEND as an integral part of the school development plan

PARENT PARTNERSHIP

Contact with Parents and Carers

Parents and Carers are viewed as partners in their child's education and are kept fully informed about this. They will be contacted directly should there be any change in their child's progress, behaviour or educational provision within school. The process for contact with parents or carers in respect of pupils who have SEND will be:

- SENDCo or Inclusion Manager to meet with parents/carers to discuss pupil's placement at '*Additional SEND*' status.
- Part of the cycle of reviews take place with class teachers as part of scheduled parent/carer evenings
- SENDCO/Inclusion Manager to initiate additional meetings/reviews to take place where appropriate or where there may be a concern over the pupil's progress.
- SENDCO/Inclusion Manager to meet with parents where a request for formal assessment is to be made.
- In addition to the termly Parents & Carers Evenings, those parents/carers who have a child with an EHCP will be invited to an Annual Review Meeting.

Further to this, the school operates an open-school policy where parents are encouraged to request the opportunity for informal discussion or an organised meeting at any time of their asking. They have the right at any time to access the records relating to their own child and any school documentation they may feel appropriate

Parents and Carers of a child with SEND are offered the opportunity to provide feedback as part of the school's annual Autumn Parent & Carer Questionnaire.

The school will seek to engage the services of a translator where requested by parents or deemed necessary by the SENDCO/Inclusion Manager to ensure partnership in developing strategies to help an individual pupil.

Sandwell also has a Parent Partnership Officer who can offer support to parents on any issue relating to SEND (contact can be made through the school). The aim of the Parent Partnership Service is to empower parents to play an informed and active part in their child's education.

QUERIES & COMPLAINTS

Parents are partners with the school and are welcome to query decisions made by the school through the school's designated channels as laid down in school documentation (see school website).

If on pursuing complaints, the parents or carers are not wholly satisfied with the response of the school they may wish to seek further advice/assistance from the LEA. If at this point they do not agree with the school's and LEA's decision, they have a right to appeal to the Local Authority's SEND Tribunal.

IN-SERVICE TRAINING

In-service training is available in respect of SEND for whole school, phase or individual members of staff. The provision of training will be allocated where there is deemed to be a recognised need and will be in accordance with the school's Professional Development Policy. It will be delivered by one of the following:

- SENDCO and Inclusion Manager
- Individual members of staff within the school who have a designated specialism
- LA support services
- External consultants/agencies

A record of all SEND training delivered and subsequent evaluations will be kept by the SENDCO and Inclusion manager.

EXTERNAL AGENCIES/FACILITIES & SUPPORT SERVICES

The school works closely with other agencies to focus on the identification and provision for those children who have a special educational need. All services involved with the school are regarded as being part of a working partnership whose aim is to provide, as highlighted in the Code of Practice, an integrated, high quality, holistic support that focuses on the needs of the child.

The following services/agencies are available to/involved with the school:

- Inclusion Support
- Individual Pupil Support Team
- Sensory Support
- Home School Tuition
- Education Welfare Service

- Social Services
- Speech & Language Therapy Dept
- Health Services
- Child Development Centre
- Child & Adolescent Mental Health Service
- 'My Shields' Counselling Service
- Drugs Action Team
- Physiotherapy Therapy/Occupational Therapy

All Sandwell Inclusion Support involvement is logged and recorded via a termly report.

SENDCo & Inclusion Manager will meet the school Inclusion Team members each term in the form of a SAP meeting. All pupils known to Inclusion Support will be reviewed with timescales and priorities given according to the school's caseload and severity of need. New arrivals or cases will also be raised at the SAP; an Inclusion Support term member will be allocated responsibility for initial assessment work and feedback.

In addition to the above agencies, contact details for charities, support groups, organisations and other information relating to SEND issues can be obtained by staff and parents through the SENDCO.

Oakham's current designated professionals (Sandwell Inclusion Support & NHS) are:

Mr J.Grundy (SENDAT-L)

Mr T.Room (Educational Psychologist)

Mr R.Barker (Behavioural Support Team)

Mrs H.Yates (NHS Speech & Language Support)

LINKS WITH OTHER SCHOOLS

Our partner secondary schools are supportive and welcome contact. Liaison with schools in our phase takes place via the Headteacher/SENDCo and Inclusion Manager who are involved in extensive two-way information sharing to ensure adequate information is available regarding any individual pupil and their particular needs.

Appendix 1



Oakham Primary School SEND Referral Form

Pupil:		Class:	D of B:
Pupil profile:			
Nature of concern/area of difficulty:			
Previous strategies/interventions:			
Current curriculum levels:	Reading:	Writing:	Numeracy:
Class Teacher: _____ Date: _____			
Have parents been contacted regarding difficulties? _____			

Appendix 2

Oakham Primary School

Personal Learning Plan



Name :

Meeting held on:

Attended meeting

Year Group	Recommendations (agency advice) Targets	School provided support	Outside Agency Support	Date completed

Notes or Comments: