



Old Oak Primary School

SEND Policy

Vision

Our vision is for the community to see Old Oak as their school, a success in the community; a happy school where everyone is valued and respected. To enable each child to achieve their full potential and make the most of the opportunities and choices offered to them, we aim to provide a secure and stimulating environment that promotes independence, self-esteem, health and well-being.

Our School

Old oak is a happy school where everyone is valued and respected. We strive to meet the needs of all children in line with the revised (SEND) Code of Practice and believe that all children are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

(SEND Code of Practice 0 – 25 (September 2014) Para 6.1)

At Old Oak, every teacher aims to be a teacher to every child including those with SEN. Teachers are responsible and accountable for the progress and development of the pupils in their class. This includes where pupils access support from teaching assistants or specialist staff. We value the importance of everyone working together. We are committed to high quality teaching that is differentiated and personalised and strive to provide a curriculum which is accessible and meets the individual needs of the majority of children. We recognise that some children need educational provision that is additional or different from this. We will make our best endeavours to ensure that special educational provision is made for those who need it. There is a need for collaboration between home, school and outside agencies.

We raise aspirations and achievement of all children with SEN:

- Ensuring decisions are informed by the insights of parents and those of the children themselves
- Having high expectations for all our children
- Tracking their progress towards their targets
- Reviewing the additional or different provision that is made for them
- Promoting positive outcomes in personal and social development

- Ensuring that the approaches we use are based on the best possible evidence and are having the required impact on progress

We recognise the importance of early identification and assessment of pupils with special educational needs. We have practices and procedures in place which aim to ensure that all pupils special educational needs are identified and assessed and the curriculum is planned to meet their needs.

We ensure that as soon as the needs of pupils are identified and assessed, the appropriate support strategies are implemented. If additional specialist advice and support is necessary, we contact the appropriate external agencies. We are committed to effective collaboration between all agencies working with a child and a multi-disciplinary approach to meeting pupils special educational needs. We actively support the establishment and maintenance of close links with all agencies working with children.

We believe in the involvement of the child and the importance of taking their views into account. We make every effort to involve the child in decision-making about their education.

Aims

All members of staff consider individual needs of pupils when planning. The school curriculum is planned and differentiated to meet the range of individual needs of all pupils. The curriculum is further modified on a short term planning basis to meet the special educational needs of specific individuals. The school provides extra support, when necessary, to ensure that children with special educational needs are able to access the full curriculum. Moreover, teachers make a careful selection of resources to facilitate all children's access to the curriculum. All staff at Old Oak have high expectations of all children.

Objectives - How we aim to provide equal access/ remove barriers to learning;

1. To provide full access to a broad, balanced and relevant education
2. To work within the guidance provide in the SEND Code of Practice (September 2014)
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
4. To ensure that teachers, support staff, parent/carers and governors know the process of the identification of and provision for special educational needs
5. To provide a qualified Special Educational Needs Coordinator (SENCo) who will ensure that the SEND policy is adhered to.
6. To provide support, advice and training for all staff working with pupils who have special educational needs

Identifying Special Educational Needs

There are four broad areas that give an overview of the range of needs that might be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that are applicable to a number of these areas and their needs may change over time.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use the social rules of communication.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a different pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning and includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Children's behaviour can be a symptom of an underlying need. We aim to identify the reasons behind challenging behavior rather than identifying behaviour as a Special Educational Need (SEN).

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

At Old Oak, we aim to identify the needs of pupils by considering the needs of the whole child, not just the special educational needs of the child.

NB: There are other factors which are NOT **SEN** but may impact on progress and attainment;

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Philosophy

All children and young people are entitled to an education that enables them to:

- achieve their best;
- become confident individuals living fulfilling lives; and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

Principles

- The involvement of children, parents and young people in decision making
- The identification of children and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEN
- Greater choice and control for young people and parents over their support
- Successful preparation for adulthood, including independent living and employment

Provision at Old Oak

The Governing body has responsibilities towards pupils with Special Educational Needs and Disability and actively support pupils and staff by:

- securing necessary provision within the budget
- ensuring all pupils with SEN have equal access to the activities of the school as far as possible
- having regard for the New Code of Practice, Equality Act, Accessibility Plan
- ensuring that the school cooperates with the Brent Audit
- monitoring and reporting annually to parents on the school's policy for SEN

The named Governor responsible for SEN – Mrs Ann Tully

- ensures there is a qualified teacher designated as Special Educational Needs Co-ordinator (SENCO) for the school
- raises awareness of SEN issues at governing body meetings
- gives up-to-date information on SEN provision within the school
- reviews the school's policy on provision for pupils with SEN
- visits the school once a term to remain well informed
- attends governing body meetings

The named teacher responsible for SEN – Miss Davina Jude is a qualified SENCo and a member of the school leadership team

- has day-to-day responsibility for the operation of SEND policy and coordination of provision for children with SEN, including those who have EHC plans
- provides professional guidance to colleagues
- coordinating provision for children with SEN
- liaises with parents of pupils with SEN
- liaises with the relevant professionals where a looked after pupil has SEN
- advises on the graduated approach to providing SEN support
- works closely with staff, parents and carers, and other agencies (early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies)

- advises on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- is aware of the provision in the Local Offer and works with professionals providing a support role to the family to ensure that children with SEN receive appropriate support and high quality teaching
- liaises with next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned;
- is also the relevant designated teacher where a Looked After Pupil has SEN
- works with the Head Teacher and school Governors to ensure school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensures the records of all children with SEN are up-to-date
- ensures the views and wishes of the child and parents are taken into account

The class teacher

- identifies children with SEN
- liaises with the SENCo
- works collaboratively with a range of professionals
- differentiates within planning
- works in a small group work or 1:1
- prepares resources
- attends meetings where appropriate
- provides guidance for additional adults working in the class

The teachers maintain records including updated assessment tracking and interventions for all children in their class, including those with SEN. These are overseen by the SENCo and the Deputy Head.

TAs and LSAs (Learning Support Assistants) are employed to support children with statements/EHCP. Alongside the class teacher, they support the child to meet the objectives detailed in their statement/EHCP and targets set through the Annual Review process. They should record relevant information and report to the class teacher, outside specialists and the SENCo on the progress the child is making towards meeting those outcomes.

Parent partnership

We recognise the vital role of parents/carers in the identification, assessment and response to their child's special educational needs. We aim to work in partnership with parents/carers, valuing their views and contributions and endeavour to keep them fully involved in their child's education.

We recognise parents/carers know their child best

- want to play an active and valued role in their children's education
- will want to make their views known about how their child is educated
- have the right to access of information, advice and support during assessment
- want to be involved in any related decision making processes about Special Educational provision

The School

- listens to and values a parents' knowledge of their own child
- welcomes parents into the school environment and provides a setting they feel comfortable in
- includes Parents/Carers at every stage of the process of the Code of Practice e.g. sharing IEP targets, discussing and reviewing their child's progress and encouraging written parental views, for a child on a statement/ECH plan
- discusses the IEP and any outside agency programmes with parents and provide copies
- provides, where possible, a translator or interpreter for a parent with English as a second language

Structure of Provision

Wave One:

Inclusive quality teaching first for all. Offering pupils an inclusive and well differentiated experience in everyday lessons.

Wave Two:

Further support may be required for children to achieve age related progress. This can take the form of In-class Teaching Assistant support within literacy and numeracy, catch-up programmes, small withdrawal groups, differentiated resources e.g. dictionaries.

Wave Three:

If further support is needed additional personalised interventions are implemented. Specialist agencies may be involved such as Speech Therapy, Occupational Therapy

A graduated approach to SEN support Early Identification:

The school is often notified of a child's special educational needs, on entry, by the parents or carer. In some circumstances an outside agency or previous educational setting for example the Speech and Language Service may notify the school of a child's special educational need.

Old Oak employs a Speech and Language Therapist to support children's language development in order to identify any concern at the earliest possible stage. When considering whether a child has a special educational need the school will follow an identification process.

Concerns can be triggered by parents or when regular assessing and tracking at termly pupil progress meetings shows less than expected progress despite quality first teaching (QFT). At this stage information will be gathered, including a discussion with the pupil and their parents in order to develop a good understanding of the child's strengths and difficulties, parental concerns, outcomes and the next steps. For higher levels of need we may seek advice from external specialists.

Consideration of whether special educational provision is needed will be led by the desired outcomes, including expected progress, attainment and the view and wishes of parents and the child.

Children will only be identified as SEN and placed on the SEN Support Register if they make less than expected progress despite high quality, personalised and differentiated teaching, and adjustments to classroom provision and/or interventions.

The Code of Practice (2014) identifies less than expected progress as progress which (p.84):

- 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

The quality of teaching is regularly and carefully reviewed for all pupils, including those at risk of underachievement. This takes place through timely observations and monitoring. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

If it is decided that a child does have a special educational need then the parents will be informed and the child will be placed on the SEN Support Record. Actions will be put in place to remove barriers to learning and effective SEN support put into place.

This SEN Support will take the form of a 'graduated approach'. This is a four-stage cycle through which earlier decisions and actions are revisited, refined and revised to create a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

The Graduated Approach to SEN Support

Assess: The class teacher, working with the SENCo will decide on the child's needs using the teacher's assessment and experience of the pupil; their previous progress and attainment; information from the school's pupil progress tracking system; attainment and behaviour; the individual's development in comparison to their peers and national data; the views and experience of parents; the pupil's own views and, if relevant, advice from external support services.

Plan: The teacher and if appropriate the SENCo will meet with parents, during the school's meeting cycle, to agree on the provision to be put in place and the expected outcomes for that provision with a clear date for review. This may involve increased differentiation in the classroom or a targeted intervention.

Do: The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The role of the SENCo is to support the class in the further assessment of the child's particular strengths and weaknesses.

Review: The progress of the pupil and the impact of the SEN provision will be regularly monitored.

SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child has not made expected progress, we or the parents can consider requesting an Education, Health and Care assessment from the local authority.

Education, Health and Care Plans

A small number of children need to have an Education Health and Care Plan to ensure that their individual needs can be fully met. They are given a banding according to need and this equates to an amount of money the school is given by the Local Authority to support the child. This funding is used in a variety of ways including providing additional support and the purchase of specialist equipment and resources or specialist advice. Children with Education Health and Care Plans will have targets and provision maps which are regularly reviewed by all involved with the child. Teaching Assistants have clear guidance as to the child's individual targets for each curriculum area and review progress daily. Once a year there is an Annual Review where all involved meet to discuss the child's progress towards meeting the objectives in the Education Health and Care Plan, the level of provision needed and to set targets for the child to achieve over the next year.

The school will follow the LA's program of transition from Statements to EHCP.

Managing pupils needs on the SEN support register

A single category of **SEN SUPPORT** will replace the previous categories of School Action and School Action Plus. The school will keep a record of all children who are receiving SEN support. Each year group has a provision tracker which shows which children are receiving SEN support.

Once a child has been placed on the SEN Support Register the school may seek further advice and support from an outside agency. Usually, in addition to specialist support, the child continues to receive school support. Parents are invited to meet with class teachers to discuss progress, set new outcomes and decide on next steps. Progress continues to be regularly reviewed and if targets are fully met the outside agency may no longer need to be involved.

The class teacher and SENCo are responsible for updating the provision tracker with any new interventions in partnership with the pupil, the parents, the SENCo and any other adult involved with the child (e.g. Teaching Assistant/support staff). The class teacher is responsible for evidencing progress according to the outcomes set.

If we are unable to meet the needs of a child through our own provision arrangements we may engage additional support or specialist services. The school will request the support of services provided by the Local Offer. Such specialist services include, but are not limited to:

- Educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers or support services, including specialist teachers with a mandatory qualification for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability.
- Therapists (including speech and language therapists, occupational therapists and

- physiotherapists)
- Behavioral Intervention Team
- Autism and Early Years Intervention Team
- School Nurse

Such a referral will only be made following discussions with parents and pupils and with their consent. The SENCo is responsible for making referrals in collaboration with the class teacher. If the school identifies that additional funding and support are needed from the LA High Needs Block Funding the relevant steps will be undertaken in conjunction with appropriate professionals and the local authority.

Criteria for exiting the SEN register/record

Where the needs of a child are being met by outside specialists e.g. Speech and Language Therapy (SALT), they may be removed from the SEN Support Register if they are discharged by that service. The child will only be removed from the SEN Support Register when the school is satisfied that they are making good progress towards meeting their expected outcomes and that the progress made is secure and consolidated.

Supporting pupils and families

More information about the Local Offer of services and support for children and young people with special needs and disabilities can be found on the school website. Our SEN Information Report/School Offer is on the school website.

Admission Arrangements

The Local Authority manages school admissions with the exception of the nursery. The admission arrangements for pupils with special educational needs are in principle the same as for all the other pupils but there is greater flexibility. The school welcomes parents and their children to visit to discuss specific educational needs and we make every effort to meet the individual requirements of a child with special educational needs. We are committed to ensuring a successful integration into the school for children with SEN.

Arrangements for ensuring a successful transition

When an application for a place at Old Oak is made, the school asks parents and carers if their child has any special educational needs so that the school can put systems in place to ensure successful integration into the school. Parents are invited to meet the SENCo to share any concerns prior to the child starting. The school welcomes the sharing of information from nurseries, schools or other educational settings and acts upon it.

If your child is joining our school in Year 1 and above we make sure they have a buddy to show them around. A member of staff will greet your child on their first morning and make sure they settle into the school. We will make every endeavour to ensure we have enough details about your child before they begin to ensure the induction process is smooth and that we can meet the needs of your child.

At the end of each academic year, children are given the opportunity to meet their new teacher and visit their new classrooms. In the summer term dedicated time is allocated for 'Professional Dialogue meetings' between the current teacher and next year's member of staff to facilitate a progress discussion about each child. All aspects of provision and progress are clarified during this dialogue. Children who find change particularly difficult may work with an adult to support them through transition.

If your child is moving to another school or is in year 6 we will contact the school and give them as much information about your child as possible to ensure a smooth transition. We are part of the LA's Primary Secondary Transfer process where all relevant information on children with SEND is passed onto the secondary school. The SENCo will meet with the SENCo of the secondary school to ensure that all relevant information is passed on. If your child has a statement or EHCP, an Annual Review will be held in the summer of Year 5 to discuss possible secondary schools and amend their statement (EHCP) accordingly. The secondary schools are also invited to send a representative to attend the Year 6 annual review so that transitions arrangements can be shared between all concerned including the child and the parents or carers.

The Head Teacher and SENCo are available to discuss secondary transfer with parents of all children including those with special educational needs. The SENCo may accompany parents and children when they visit a school to support them to ensure that the new school can meet the child's special educational needs.

Where appropriate, children with SEND are given extra time in order to access exams and other assessments. They may have adult support such as a reader or scribe or have access to a computer for writing.

Monitoring and evaluation of SEND

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils. The school ensures that special educational needs policy and practice are part of the schools' on going self-review process. We examine the key principles in the SEND Code of Practice to ensure that they are being upheld. The school continually sets targets to ensure the progress of all children. We monitor whether children with special educational needs are successfully meeting those targets related to individual needs. Teachers and SLT (Senior Leadership Team) analyse pupil data termly and identify any pupils who are at risk of not meeting their targets. Pupil progress is tracked from entry into the school in all core subjects.

Whole school monitoring involves regular observation of teaching to ensure that all teaching is good or outstanding alongside monitoring of pupil outcomes to ensure that the needs of children with SEND are being met and that they are accessing the curriculum fully.

We look for a significant improvement in pupils performance based on assessments before and after interventions and an increase in the number of children who, after intervention, no longer require support.

Training and resources

Organisation of Resources

At Old Oak children's various needs are assessed on a regular basis and staff are deployed to meet all children's special educational needs. We look carefully at their differing needs: communication, learning, social emotional and mental health, sensory or physical needs and aim to ensure that allocation of resources is as effective as possible. We are careful to ensure that we maximise the support available for all SEN children and carefully manage the SEN budget to ensure this.

Special Educational Needs Training

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. Much of the whole school training delivered is directed at ensuring high quality teaching which is a prerequisite for ensuring children with SEN make progress. We aim to ensure that we have a knowledgeable and sensitive staff who understand the processes of learning and the impact that SEND can have on these. The school provides INSET, which is relevant to all teachers and support assistants on a wide variety of curriculum and behaviour issues, which supports effective teaching and management of pupils with special educational needs. Many of the staff regularly attend courses to enable them to provide more effective management and support for pupils with special educational needs. Specialist service providers visit the school regularly to advise staff on how best to support children with SEND as well as setting and reviewing targets for children.

There is an induction programme for new members of staff which includes meeting with the SENCo and Senior Leadership Team to gain insight into school policy and procedures for children with special educational needs and to discuss training needs.

The SENCo regularly attends the Tri-borough and Local Authority SENCo network forums in order to keep up to date with local and national updates in SEND.

The SENCo has close links with other local schools and regularly share good practice.

Reviewing the policy

Given the climate of reform as we move into the new requirements for SEND, effective from 1st September 2014, we will review the SEN policy annually.

Accessibility Statutory Responsibilities

Old Oak is a two story building with a lift to aid children with impaired mobility. There are disabled toilet facilities within the nursery and two additional disabled toilets on the ground floor. There are both boys and girls toilets on the upper floors.

Pupil Wellbeing

Our Behaviour and Anti-Bullying policy is on the school's website.

At Old Oak every child has the right to feel safe. All children are encouraged to respect each other and recognise their responsibilities towards each other. We nurture the unique talents and personalities of all and hope to enable our children to become productive citizens of the future who conduct themselves with self-respect, dignity and empathy.

Children working as Play Leaders are an important role in supporting children in the playground and helping children to negotiate friendship issues.

Children learn about E-Safety day as an integral part of the computing curriculum. Our [E-Safety Policy](#) is available to read on our website.

Dealing with complaints

The school aims to ensure that parents feel welcome to discuss issues relating to their child's education with the class teacher. Concerns about special educational needs provision should be addressed to the SENCo, Head Teacher or the SEN Governor who will respond by meeting with the parents/carers to discuss and hopefully resolve the situation. Sometimes a Parent Partnership Service may be invited to attend to give support and impartial advice to parents/carers. If this does not resolve the situation then the complaint should pass to the Disagreement Resolution Service outlined in section 11 of the Code of Practice.

Other policies to read in conjunction with this policy –

Health and safety

Supporting children with medical needs

Accessibility

Disability

E-safety

School offer

The Special Educational Needs Coördinator (SENCo) at Old Oak Primary School is Davina Jude (senco@oldoak.lbhf.sch.uk)

This policy was agreed by Governors on:

This policy was agreed by Staff on:

The policy is to be reviewed annually and the next review date is due: