



SEND Policy 2024-25

At Oakhill, we ***develop the whole child, so they leave Oakhill Primary School with the skills to continue to thrive and achieve academically and personally and make a positive contribution to the community...whatever their starting points.*** We recognise that some pupils have barriers to accessing teaching and learning and the whole school experience to its fullest extent. We recognise that some pupils have barriers to accessing teaching and learning and the wider school life. Therefore, we strive to develop the environment, accessibility and expertise of all staff so that each pupil who had special educational needs and/or a disability is embraced.

Special educational needs and disability are addressed holistically and proactively by considering learning behaviours, well-being, self-esteem and preparation for adulthood, through the curriculum and additional support. This is in recognition of the impact additional needs can have on the whole child's personal development. Account is also taken of other disadvantage experienced by the child.

Legislation and guidance

This policy complies with our funding agreement and articles of association. This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation, which we follow:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. 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 children or young people of the same age by mainstream schools.

Roles and responsibilities

The SENCO is Mrs L Alliband

The **SENCO** will:

- Work with the head teacher and SEN 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 pupils with SEND including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality 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' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential 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 with SEND up to date
- Ensure that those pupils with a disability which does not impact on academic attainment, have due consideration to appropriate accommodations to enhance access to school life overall.

The **SEND governor** will:

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

The **head teacher** will:

- Work with the SENCO 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 SEN and/or a disability

Each **class teacher** is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

Expertise and training of staff

The SENCo and Senior SEND Teaching Practitioner work with all teachers and teaching assistants to develop skills for supporting the pupils with SEND in their cohort. Specific SEND training for the whole school and/or individual members of staff, is provided according to the needs of the class/cohort/school population. Whole school training to improve teaching and learning overall includes improving access for all pupils which impacts positively on pupils with SEND. Staff have access to a wide variety of training via the National College.

A SENDS advisory teacher, the Educational Psychologist or representative of another outside agency may provide recommendations for provision for pupils with SEND if the school request their input.

Identifying pupils with Special Educational Needs (SEN) and/or a disability and assessing their needs

SEN are identified through the gathering of evidence relating to progress, attainment, learning behaviours, social interaction and a child's ability to access the curriculum and school life. This is completed by discussion between relevant staff, the SENCo and parents.

Pupils not making expected progress are quickly identified. Initially pupils in this category receive additional assessments and targeted work to see if they are able to make accelerated progress.

If the targeted work does not have the desired outcome and assessments indicate there the pupil has some barriers to learning, it may be agreed through consultation with the teacher, SENCo and parents, that the pupil is placed on the SEND Register.

An identification of disability is made by other professionals, with school and parents providing information. This includes autism, dyslexia, dyspraxia and ADHD as well as physical or sensory impairments. The pupil will be placed on the SEND register and their needs provided for and accommodated wherever possible. This includes at pre-diagnosis if there is sufficient evidence of disability.

In Foundation Stage, early identification of special educational needs/disability may be through liaison with previous settings and with agencies involved.

Speech and language difficulties are often identified by parents, teachers or other adults working with a pupil. They may be identified pre-school admission via the Health Visitor or private nursery. A school-based speech and language specialist in Nursery will assess pupils on admission and implement programmes where needed. In some cases, a referral to speech therapy will be made. Speech and language needs may also be identified in other year groups and could result in a referral to Speech Therapy. Any programmes recommended by that service are delivered in school.

If the pupil's speech and language needs have been identified pre-admission in any year group, their programme will be continued within school and liaison with the speech therapist established.

Our approach to teaching pupils with SEND

Teachers are responsible for the progress and development of all pupils in their class. Quality first teaching is our first step in responding to pupils who have SEND.

Principal Interventions for pupils with SEND focus on Speech and Language; social emotional and mental health; and additional reading and phonics support. Pupils with SEND also have access to all additional interventions, such as on the day review and practice, alongside all pupils. Pupils may have access to a specific intervention as recommended by an outside agency. A very small number of pupils may require a fully adapted and personalized curriculum and access to an adapted environment.

Provision for pupils with SEND incorporates access to wider experiences and the wider school life which may require addressing particular barriers to access.

Wherever possible the views of parents/carers and pupils is taken into account when planning provision.

Adaptations

Access to the curriculum and the learning environment is led by the needs of the pupil. Examples include: adapted equipment/workspace; memory aids; support materials; scaffolding of learning and tasks; increased opportunities to practice and embed skills; access to a distraction reduced, or free quiet environment; a short term or long term fully adapted curriculum when working well below the National Curriculum in KS1 or KS2; strategies to support full engagement and access to whole class teaching and learning; optimum seating arrangements. These will vary according to needs and is reviewed frequently.

Where needed the classroom is adapted to meet the needs of the cohort. Some examples include: Pupils with ASD may have access to an individual area; pupils with indicators of dyslexia may have additional time for tasks; adapted equipment is available to pupils with dyspraxia as recommended; memory aids may be available to pupils with poor working memory; teachers and/or learning support staff trained in particular areas of need may be deployed to a particular cohort.

Pupils with SEND are included in all school trips wherever possible. A risk assessment may be made and necessary adjustments put in place so that pupils can attend safely.

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

Extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our year 6 residential trip to Stanley Head. If required, additional support is

deployed or reasonable adjustments made. All pupils take part in sports day/school plays/special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability unless their safety is seriously compromised. If required, additional support is deployed or accommodations made. When a pupil with a disability is admitted to Oakhill, a Risk Assessment may be put in place via the School Business Manager to support access.

In some cases, pupils with SEND may have priority for access to wider activities.

Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of Assess, Plan, Do, Review as laid out in the SEN Code of Practice.

The class teacher works with the SENCo to carry out a clear analysis of the pupil's needs. This is based on teacher's experience of the pupil, historic information, and assessments of all areas of identified needs including those covering social emotional and mental health. All staff involved with the pupil contribute to this.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support to be provided, and any teaching strategies or approaches that are required. Impact of support is evaluated regularly through Assess Plan Do Review and monitoring of outcomes.

Evaluating the effectiveness of SEND provision

The progress of individual pupils is evaluated through regular Assess Plan Do Review. The SENCo and deputy Head review the assessment data three times a year at a school, cohort and individual pupil level to identify effective provision and areas for development. The impact of interventions such as additional one to one reading and speech therapy are reviewed regularly by outcomes by subject leaders. Senior leaders and subject leaders evaluate effectiveness of provision across the wider curriculum through Peer Reviews and Development Drop Ins. Annual Reviews evaluate the effectiveness of provision for individual pupils with EHC Plans. Outcomes are submitted to the Local Authority. The SENCo and Head teacher meet regularly to evaluate effectiveness of provision.

Behaviour

Children who have an additional need or Educational Health Care Plan are expected to follow the behaviour policy. However, in line with the equality act, reasonable adjustments will be made for some individuals. Advice from the school SENCo and external agencies will be taken, shared and implemented when appropriate to support individuals. Alternative strategies will also be employed as appropriate following SEND review meetings. Children demonstrating a high need of behaviour support will have a bespoke behaviour plan written by the SENCo.

Transition

Transition for SEND pupils is carefully managed by the SENDCo, with individual transition plans developed where necessary.

Pupils with additional needs N-Y5

For pupils with **additional needs**, enhanced transition will be planned in consultation with key staff at Oakhill. This may include:

- Additional transition visits
- Work with PST team on enhanced transition
- 'Check-in' in September
- Teachers given draft APDR's in July
- SENCo to meet with class teacher's early in Autumn 1

Transition from Y6 to Y7

- Y6 teachers share relevant information with secondary school staff, completing paperwork where necessary

- SENDCo to SENDCo contact made early
- Classroom high school preparation
- 2x transition days
- Transfer of records to high school

Pupils with additional needs Y6

For pupils with **additional needs**, enhanced transition will be planned in consultation with key staff at Oakhill and the receiving secondary school. This may include:

- Extra visits to the secondary school, both in and out of the school day
- Meetings with key secondary school staff
- A secondary school 'buddy'
- Map of the secondary school
- 'What to expect' leaflet, or information sharing session
- Individualised parents' meetings

Pupils with Medical Conditions

Please see the Medical Policy

Complaints about SEN provision

In the first instance, complaints about matters relating to special educational needs should be made either to the SENCo or to the Head Teacher, in person or in writing. Every effort will be made to resolve any issues at this point.

If you wish to pursue a complaint further, you should contact the Chair of Governors, Mr. Toft, via the school email jtoft@oakhillprimaryschool.org.uk.

The parents of pupils 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:

Suspensions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEND

SENDIASS Stoke on Trent:

"The service provides information, advice and support to children with Special Educational Needs and/or Disabilities (SEND), their parents, and young people with SEND. We provide free, accurate, impartial information, advice and support on the special educational needs to enable children, their parents, and young people to play an active and informed role in their education and care. We help to promote independence and self-advocacy."

We can support by:

- Listening to parents/carers/young people's views and concerns about their child/young person's special educational needs and disabilities;
- Offering accurate and unbiased and confidential information by independently trained staff;
- Offering support for those who need it, in attending meetings, writing letters/reports and filling in forms;

Signposting to Parent/Carer Forums and other relevant organisations.” (extract from website) [SENDIASS Local Offer](#)

Telephone: 01782 234701 or 01782 234847

PEGIS (Parent Engagement Group) Stoke on Trent:

“A forum/support group for:

- parents/carers of children and young people with Special Educational Needs and/or Disability (SEND)
- young people (up to the age of 25) with SEND to engage in informal discussion around educational issues and concerns.

How often do you meet?

We have informal meetings on the first Wednesday of every month at Westfield Children’s Centre, Buccleuch Road, Longton, SoT, ST3 4RF. Meetings will last for 1-2 hours.

Who can attend?

Any parent or carer of a child/young person with special educational needs, or young person with SEN and/or Disability.

What sort of things will be on the agenda?

- *Welcome and introductions, tea and coffee.*
- *Update on SEN issues - local and national.*
- *Discussion of concerns and share experiences.*
- *Ideas for future meetings - a chance to tell us what YOU want out of the group.*
- *Visiting speakers from the Local Authority or organisations.” (Extract from website [PEGIS Parental Engagement Group](#) +*

Telephone: Michelle Craggs 07935 557380

0

Contact details in school for raising concerns

Mrs. L. Alliband SENCo office@oakhillprimaryschool.org.uk

Mrs. Leach Head teacher office@oakhillprimaryschool.org.uk

Mr. J Toft Chair of Governors office@oakhillprimaryschool.org.uk

The local authority local offer

Our local authority’s local offer is published here: <http://localoffer.stoke.gov.uk/kb5/stoke/directory/home.page>

Links with other policies and documents

This policy links to our policies on:

- Accessibility Plans
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- School SEND Information Report

REVIEW & AMEND AS NECESSARY ANNUALLY – SEP 2025 (MOST RECENT REVISION SEP 2024)