Oakhill Primary School SEND Policy 2026 – 2027

Vision

At Oakhill Primary School, we are committed to ensuring that every pupil is valued, included and supported to achieve their full potential. We develop the whole child so that they leave Oakhill with the knowledge, skills, confidence and resilience to thrive academically, socially and personally. We strive to ensure that pupils with SEND can access all aspects of school life and achieve positive outcomes through a holistic approach that promotes learning, wellbeing, communication, independence and preparation for adulthood.

Aims

- To identify SEND as early as possible.
- To ensure pupils with SEND achieve their best possible outcomes.
- To work in partnership with parents and carers.
- To promote pupil voice and participation.
- To ensure pupils with SEND are fully included in school life.
- To prepare pupils for future learning and adulthood.

Legislation and Guidance

This policy is based on the SEND Code of Practice 0–25 years, Children and Families Act 2014, SEND Regulations 2014 and Equality Act 2010 and should be read alongside the SEND Information Report and Accessibility Plan.

The school does not discriminate against pupils on the grounds of disability and makes reasonable adjustments in accordance with the Equality Act 2010.

Definition of SEND

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision additional to or different from that made generally available for pupils of the same age.

SEND may relate to one or more of the following areas:

- Communication and interaction
- Cognition and learning

- Social, emotional and mental health
- Sensory and/or physical needs

Roles and Responsibilities

The SENCo Team leads the strategic development of SEND provision across the school. They are responsible for maintaining the SEND Register, coordinating provision, supporting and advising staff, liaising with families and external agencies, and monitoring the effectiveness of SEND support. The Headteacher oversees the implementation of this policy and ensures that appropriate arrangements are in place to meet pupils' needs. Class teachers remain responsible for the progress and development of all pupils in their class, including those with SEND. Governors monitor SEND provision and statutory compliance, providing both challenge and support to school leaders.

Identifying SEND

SEND may be identified through progress monitoring, teacher assessment, screening tools, parental concerns, pupil voice, professional advice and observations of communication, learning, social, emotional, sensory or physical needs. Early identification is prioritised.

Placement on the SEND Register is agreed in partnership with parents where evidence demonstrates that a pupil requires provision that is additional to or different from that ordinarily available.

Working in Partnership with Pupils and Parents

Parents are involved at every stage of the Assess – Plan – Do – Review process. Pupil voice informs planning, outcomes and review. The school works collaboratively with families to achieve the best outcomes. Parents and pupils are partners in decision-making. Their views contribute to the identification of need, desired outcomes, planning, provision and review of support.

Graduated Response

The school follows the graduated approach to SEND support. Provision and outcomes are reviewed regularly with pupils and parents. The graduated approach follows the cycle of Assess, Plan, Do and Review. Decisions are evidence-informed and reviewed regularly to evaluate the impact of provision and identify next steps.

Quality First Teaching and Ordinarily Available Provision

High-quality inclusive teaching forms the foundation of our approach to SEND. Ordinarily available provision may include adaptive teaching strategies, chunking and scaffolding of learning, visual supports, communication-friendly approaches, adapted resources, sensory adaptations, assistive technology, structured routines, pre-teaching, retrieval practice and targeted interventions to remove barriers to learning and promote pupil progress.

Additional Support and Interventions

Additional provision may include speech and language support, SEMH interventions, reading and phonics support, personalised programmes and specialist recommendations from external agencies.

Staff receive regular SEND training. The SENCo Team support staff in developing practice and external professionals may provide advice and training where appropriate.

Emotional Wellbeing and Social Development

The school promotes positive emotional wellbeing through universal, targeted and specialist support. Pupils may access support from the Pupil Support Team, the School Education Mental Health Practitioner and other services where appropriate. Assessment tools such as the Boxall Profile may be used to identify needs and monitor progress. Reasonable adjustments may be made in accordance with the Equality Act 2010. Pupils may receive individual support plans and targeted wellbeing support where required. We promote resilience, confidence, emotional literacy, positive relationships, self-regulation and self-advocacy.

External Agencies

The school works collaboratively with a range of external professionals and services to identify needs, provide advice and support effective provision. These may include:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- School Education Mental Health Practitioners
- Health Services
- Social Care
- SEND Advisory Services

Inclusion and Accessibility

Pupils with SEND are supported to access trips, clubs, residential visits, performances and all wider school opportunities through reasonable adjustments and additional support where necessary. Reasonable adjustments are made to support curriculum access, participation and inclusion. The Accessibility Plan details how access to the curriculum, physical environment and information will be improved.

Transition

Enhanced transition arrangements are put in place where required, including additional visits, information sharing and individual transition plans.

Preparation for Adulthood

Provision aims to develop independence, communication, resilience, problem-solving, self-advocacy and confidence to prepare pupils for future education and life.

Attendance

Where attendance is affected by SEND, medical needs or emotional wellbeing difficulties, the school works collaboratively with families and relevant professionals to identify barriers and implement supportive strategies.

Monitoring and Evaluation

Provision is evaluated through progress data, attendance, engagement, intervention outcomes, pupil voice, parent feedback, annual reviews and leadership monitoring. Annual Reviews are held for all pupils with an Education, Health and Care Plan in accordance with statutory requirements.

Medical Conditions

The school supports pupils with medical needs in line with the Supporting Pupils with Medical Conditions Policy.

Complaints

Concerns should first be raised with the SENCo or Headteacher. Complaints may be escalated through the school complaints procedure and SEND Tribunal arrangements where applicable.

Support Services

Parents may access SENDIASS, the Stoke-on-Trent Local Offer and other support services.

SEND Information Report

The SEND Information Report provides detailed information about implementation of this policy and is published on the school website.

Related Policies

Accessibility Plan, Behaviour Policy, Equality Objectives, Medical Conditions Policy and SEND Information Report.

Date Approved: September 2026

Review Date: September 2027

Approved By: Governing Body