



SEND Policy

This policy applies to all pupils in the school including those in the EYFS.

1. Introduction

Oakwood welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The governors and staff are firmly committed to inclusivity and to giving every child the best possible start in life. Treating every child as an individual is at the core of the ethos at Oakwood and pupils with physical disabilities and those with Special Educational Needs and learning difficulties that can be reasonably supported are welcome.

The SEND Code of Practice: 0 to 25 years states that a child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others at the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them. (Section 20 Children and Families Act 2014).

2. Aims

Oakwood has an underlying belief in providing quality teaching practices and high expectations for all children. We aim to:

- 2.1 Provide the best setting to meet the needs of all children including those with SEND and to monitor and evaluate our provision and resources in order to effect improvements
- 2.2 Make reasonable adjustments to enable all children, including those with SEND, to have full access to all elements of the school curriculum
- 2.3 Ensure that all staff welcome children with special educational needs and disabilities and adopt a positive attitude towards all children's needs, recognising each pupil's achievements as well as his or her difficulties
- 2.4 Create a secure, accepting and stimulating environment in which all pupils are valued and able to achieve their potential

- 2.5 Develop solid links with parents/carers acknowledging them as invaluable partners and involve them in the decisions about their child's education
- 2.6 Ensure that safeguarding procedures are in place so that all pupils are protected from harm and neglect
- 2.7 Support all pupils with medical conditions to enable their maximum inclusion in all school activities
- 2.8 Ensure that children with special educational needs and disabilities are not at particular risk of being vulnerable

- 2.9 Demonstrate a concern for the whole child addressing their emotional, mental and social development as well as intellectual needs

3. Objectives

Oakwood seeks to uphold these fundamental principles and work within the SEND Code of Practice 2014:

- 3.1 To provide quality first teaching that is differentiated, inclusive and personalised appropriately so that barriers to learning are removed and pupils are able to meet their full potential, experience success and enhance their self-esteem in an environment which accepts and values them as individuals
- 3.2 To enable all children to have full access to all aspects of our broad, balanced and relevant curriculum and school life including extra-curricular activities
- 3.3 To ensure early identification, assessment and graduated provision for all pupils where necessary
- 3.4 To educate pupils with SEND alongside their peers within the normal curriculum
- 3.5 To offer educational provision that is additional and different where needed either within the classroom or through small group or individual tuition
- 3.6 To ensure that every pupil receives an equal opportunity (see Equal Opportunity Policy)
- 3.7 To actively involve pupils and parents to ensure they have a voice in the identification and support process
- 3.8 To have high ambitions and set challenging but achievable targets that are tracked and reviewed regularly
- 3.9 To work with outside agencies to meet the needs of SEND pupils and develop and maintain EHC Plans for pupils where necessary
- 3.10 To provide support and effectively targeted professional development to enable a high level of staff expertise that meets pupil needs and allows staff to fulfil their responsibilities
- 3.11 To ensure that there is effective pastoral care and support so that all pupils develop a strong sense of self-esteem, positivity and resilience

At Oakwood we recognise the following critical success factors of effective provision -

- Our culture, practice, management and deployment of resources must be designed to ensure that all children's needs are met characterised by our whole school responsibility for SEN
- Children's needs must be identified early, with class teacher and/or subject teachers being aware of their central role in this process
- Clear, thorough, ongoing and relevant recording systems
- Regular reviews and a continuous cycle of planning, teaching and assessing
- Pupil involvement and parents and professionals working in partnership

Types of SEN

SEN is divided into the following broad areas of need according to the SEND Code of Practice 2014

1) Communication and Interaction

Including children with speech, language and communication needs (SLCN) such as speech and language delay, impairments or disorders and children Autistic Spectrum Disorder

2) Cognition and Learning

Including children with moderate (MLD), severe (SLD) and profound and multiple (PMLD) as well as children with specific learning difficulties (SpLD) such as Dyslexia, Dyspraxia and Dyscalculia

3) Social, Emotional and Mental Health

Including children who are withdrawn or isolated, display challenging behaviour, hyperactivity or a lack of concentration

4) Sensory and/or Physical Needs

Including vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) and physical difficulty (PD).

Disability

Many children who have SEN may have a disability under the Equality Act 2010 – that is ‘..a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN but where a disabled child requires special provision they will also be covered by the SEN definition.

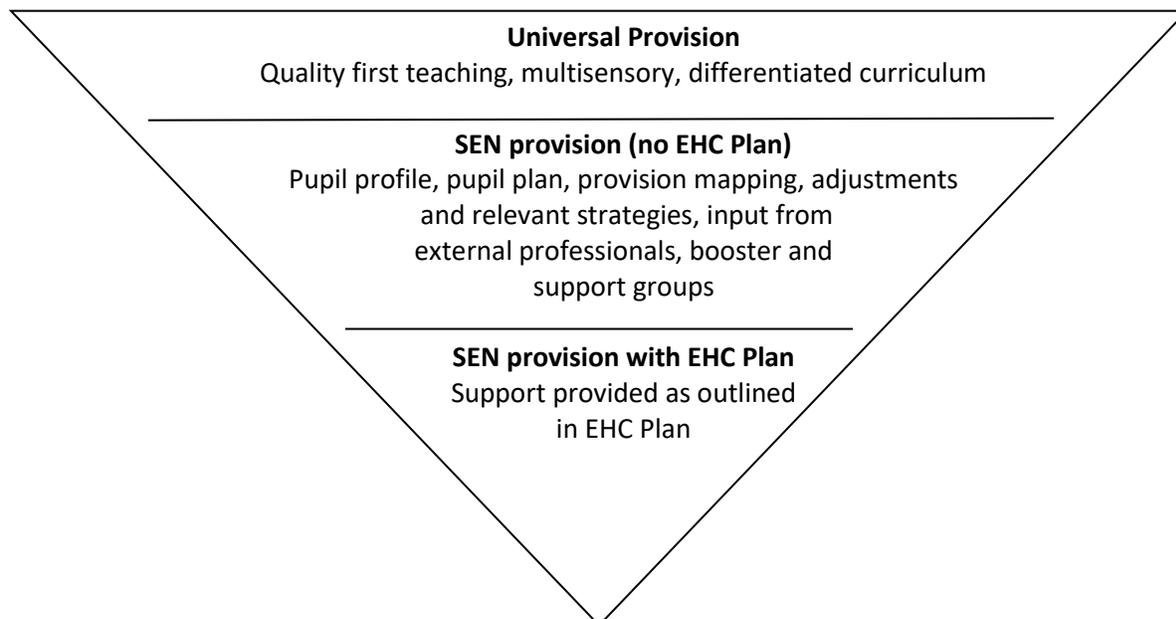
Identification

Children that continue to make less than expected progress due to one or more of the areas of need outlined above can require additional provision.

Appendix 1 – Identification Flow Chart

Oakwood's graduated approach to SEN support follows the 4 part 'Assess – Plan – Do – Review' cycle.

SEN Provision



SEN provision can include –

- Improving access as far as is reasonable
- Helping the child to develop appropriate practices for taking down and recording information e.g. laptop/tablet computers, using a scribe
- Utilising available resources e.g. coloured paper, tinted overlays, alternative fonts, wobble cushions, privacy boards, pencil grips
- ‘Booster’ clubs
- Organising access arrangements for assessments and entrance exams
- Some pupils may require specialist support and this will be discussed with their parents.

Pupils with identified or suspected learning difficulties will be assessed by a specialist (possibly at the parent’s expense) so that the areas that require support can be identified. Specialist one-to-one lessons and help with study skills are offered outside the normal curriculum. Oakwood works closely with the child and their parents to help them overcome the barriers that their difficulties present.

The learning support department will prepare individual Pupil Profiles and Pupil Plans for each child including details of effective strategies to be used and achievable targets. These are then reviewed regularly with the pupil and their parents.

Barriers to Learning

Oakwood recognises that social, emotional and behavioural barriers to learning can be associated with some disabilities. Mental illness or learning difficulties can cause behavioural issues. The school aims to work together with families to overcome or minimise these as far as possible.

Physical Accessibility

Copies of the school's accessibility plan are available on request and explain the ways in which the school plans to make the school increasingly accessible to disabled pupils, staff, parents and visitors. Oakwood has an active monitoring policy and will do its best to make adjustments to take into account an individual pupil's needs, within the constraints imposed by its buildings and the nature of the school site.

Other Adjustments

A range of adjustments are possible. Depending on need, children are able to use tablets / laptop computers in class, work with a scribe, use alternative fonts, coloured paper or visual overlays. Special dietary requirements are catered for.

Auxillary Aids and Services

The Equality Act 2010 made significant changes to the law on discrimination as it affects disabled pupils and in particular the extension of duties on schools to include the provision of auxillary aids and services from September 2012. Oakwood is aware of this duty, which it complies with.

Pupils with EHC Plans and Carers

Pupils with EHC plans who are suited to the school educational offer are welcome. Oakwood is able to accommodate pupils with a dedicated carer providing they have an enhanced DBS check arranged by the school and that they comply with the child protection and safeguarding regime in force at the time. They would be required to have a child protection and safeguarding induction and sign an agreement to the policies.

If a pupil's dedicated carer is not a school employee, the pupil's parents may be asked to provide the school with a written undertaking indemnifying it from any legal responsibility or cost connected with the provision of their services to their child.

The Learning Support Department

The learning support and SEND department has three designated teaching rooms and is staffed by fully qualified specialists who are able to support children with specific difficulties.

Richard Geffen is the dedicated SEN Governor.

The department is led by Charlotte Mason who is responsible for the day-to-day operation and management of the school's SEND requirements including:

- Maintaining the School's SEND files and ensuring records are kept
- Monitoring the progress of pupils on the register
- Liaising with staff to ensure that SEN pupils are heard to read regularly and that their reading books are appropriate
- Gathering information about pupil's needs and difficulties
- Disseminating information to staff
- Liaising with and advising all members of the staff body
- Liaising with outside support agencies and other professionals
- Working with staff and parents to arrange review meetings
- Co-ordinate the drawing up of Pupil Profiles and Pupil Plans and where necessary EHC Plans
- Ensuring that arrangements for assessments are such that all SEND pupils at Oakwood are able to perform to the best of their ability
- Teaching and organising support and extension groups and core subject teaching support
- Liaising with the Head of Academics and Heads of Departments
- Working with staff and parents to decide on the best pathway for support
- Attending regular external training in order to remain current within the role

English as an Additional Language

In order to cope with the academic and social demands of Oakwood pupils must be fluent English speakers. The EAL policy outlines our approach and the school may recommend that some children, whose first language is not English, receive tuition in English as an additional language.

Role of the Teaching Staff in the Implementation of the SEND Policy

All teaching staff at Oakwood are fully committed to delivering effective SEND provision. They are keen to develop their knowledge of SEND issues and use and share best practice. It is the responsibility of all teachers to ensure that they are fully aware of Oakwood's procedures for identifying, assessing and supporting SEND pupils. Induction for new staff about the school's learning support and SEND procedures takes place during INSET days.

Staff Training

All staff are given regular training on working with SEN and disabilities. This training focuses on the strategies and adjustments that can be used to help each child to reach their maximum potential and the appropriate adjustments to be made to give full access to the curriculum and facilities of the school to the greatest extent possible.

The school trains its teachers to differentiate within the curriculum and to take into account pupils different needs whether learning difficulties or gifted and talented pupils. The head of the department liaises with the teaching staff about the most appropriate means of meeting the needs of pupils with SEN and learning difficulties and has an important role in ensuring consistency of approach by all teachers. For example, providing access to learning materials that are easier to read and understand, or extra time in assessments.

School behaviour and discipline

The school takes pride in its well-developed system of pastoral care for social interaction amongst pupils. All pupils are taught that discrimination, victimisation and bullying is prohibited and will not be tolerated. The school's objective is to ensure that a disabled pupil, or a pupil with SEN or other protected characteristic, does not suffer less favourable treatment as a result of discrimination. Pupils are taught through the curriculum and other activities the importance of respecting each other and behaving towards each other with courtesy and consideration. The school's behaviour policies make clear the seriousness of bullying, victimisation and harassment in all its pernicious forms, including racial, religious, cultural, sexual, sexist, gender-related, sexual orientated homophobic, disabled and cyber, in causing serious psychological damage and even suicide. Considerable time is expended in preventing bullying, victimisation and harassment and in dealing with it when it occurs. All pupils understand that the school has a zero tolerance policy on bullying and that bullies can expect strong sanctions to be applied to them.

Partnership with parents

Oakwood's hope is that all parents will feel able to share any concerns that they have about their child in order that a healthy partnership for the care of their child can be developed. Any member of staff is always happy to discuss any parental concerns and parents are actively encouraged to do so at the first instant. A member of staff will always ask to see a parent if they felt that an adjustment to the curriculum or pupil plan followed by their child might be in their best interests, or if there was a specific concern.

Channels of Communication

- Weekly staff meetings
- Direct contact
- Email correspondence
- Parent/teacher meetings

- Parents' Evenings
- School reports
- Review meetings

Complaints

Oakwood naturally hopes that a parent will not feel that they have cause to complain but its complaints policy and procedure is available for any parent who wishes to use it. Additionally, all parents of children with SEN or disabilities have the legal right to seek redress from the First Tier Tribunal (Special Needs and Disability) if they believe that their child has been discriminated against.

Monitoring and Review

The Headteacher, Assistant Head (Head of Pre-Prep) and Head of Learning Development monitor the effectiveness of this policy on a regular basis (at least annually) and, if necessary, make recommendations for further improvements. These will be added to the school's Development Plan.

References

SEND Code of Practice: 0 to 25 years 2014

The Equality Act 2010 and schools

Mental Health and Behaviour in Schools (March 2015)

Statutory Guidance on supporting pupils at school with medical conditions (April 2014)

Reviewed: September 2015	By:	Nicole Stephens Head of Academics
Reviewed: August 2016	By:	Charlotte Mason IENCo
Reviewed: January 2018	By:	Charlotte Mason IENCo
Signed: 	By:	Clare Bradbury Headteacher
Next Review Date:		August 2018

Appendix A - Identification Flow Chart

