OAKWOOD SCHOOL

Special Educational Needs and Disability (SEND) Policy

Implementation Date: September 2015
Date / Term of last review: 30th September 2026

This policy applies to the whole school including those in the EYFS.

It should be read in conjunction with the following Oakwood School policies:

- Admissions Policy
- Inclusion & Diversity Policy
- Anti-Bullying policy
- EAL Policy
- Accessibility Policy & Plan

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1. Aims and Objectives

1.1. We aim to work proactively to create a supportive, non-stigmatising and inclusive educational environment to promote learning for all our children and to comply with all statutory requirements and best practice.

1.2. 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.

1.3. 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.

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

- 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
- Make reasonable adjustments to enable all children, including those with SEND, to have full access to all elements of the school curriculum
- 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 their difficulties
- Create a secure, accepting and stimulating environment in which all pupils are valued and able achieve their potential
- Develop solid links with parents/carers acknowledging them as invaluable partners and involve them in the decisions about their child's education
- Ensure that safeguarding procedures are in place so that all pupils are protected from harm and neglect
- Support all pupils with medical conditions to enable their maximum inclusion in all school activities
- Ensure that children with special educational needs and disabilities are not at particular risk of being vulnerable
- Demonstrate a concern for the whole child addressing their emotional, mental and social development as well as intellectual needs

1.5. Oakwood seeks to uphold these fundamental principles and work within the SEND Code of Practice 2015. We endeavour to:

- Provide quality first teaching (Wave 1) 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.
- Enable all children to have full access to all aspects of our broad, balanced and relevant curriculum and school life including extra-curricular activities.
- Ensure early identification, assessment and graduated provision for all pupils where necessary
- Educate pupils with SEND alongside their peers within the normal curriculum.
- Offer educational provision that is additional and different where needed either within the classroom or through small group (Wave 2) or individual tuition (Wave 3).
- Ensure that every pupil receives an equal opportunity (see Inclusion & Diversity Policy)
- Actively involve pupils and parents to ensure they have a voice in the identification and support process.
- Have high ambitions and set challenging but achievable targets that are tracked and reviewed regularly.
- Work with outside agencies to meet the needs of SEND pupils and develop and maintain EHC Plans for pupils where necessary.
- 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.
- Ensure that there is effective pastoral care and support so that all pupils develop a strong sense of self-esteem, positivity and resilience.

1.6. 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 teachers 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.

2. **Introduction**

2.1. Oakwood is committed to the equal treatment of all pupils including those with special educational needs and disabilities. This policy has been written with regard to the following documents:

- ISI Handbook: Commentary on the Regulatory Requirements
- Special Educational Needs and Disability Code of Practice: 0 - 25 years (January 2015);
- The Equality Act 2010;
- The Children and Families Act 2014;
- Statutory Framework for the Early Years Foundation Stage (April 2017)

2.2. The SEND Code of Practice: 0 to 25 years (2015) 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.

2.3. 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

2.4. 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).

3. Disability discrimination

3.1. Oakwood will not treat a child, pupil or employee or a prospective pupil or employee less favourably on the grounds of disability unless it is necessary and justified in all the circumstances.

3.2. We will not knowingly discriminate against a person on the grounds of disability including:

- in the arrangements for determining admission or employment procedures;
- in the terms on which a place at the School is offered;
- by refusing or deliberately omitting to accept an application for admission or employment;
- in the provision of education and associated services;
- by excluding a person on the grounds of their disability;
- by victimising a person with a disability;
- and by failing to take steps to ensure that disabled persons are not placed at a substantial disadvantage in comparison with non-disabled persons.

4. Disability

4.1. 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.

4.2. Not all pupils who have SEN are disabled and not all disabled pupils have SEN.

5. Types of SEN

5.1. SEN is divided into the following broad areas of need according to the SEND Code of Practice 2015

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).

6. Admissions

6.1. Oakwood will treat every application from SEN and disabled pupils in a fair, open minded way. It endeavours to ensure that it is able to fully support the needs of all prospective pupils. Parents of children with disabilities, SEN or learning difficulties are advised to discuss their child's requirements with the school before the application for a place is considered and taster days undertaken. Parents are asked to provide a copy of a medical report or educational psychologist's report to support access arrangements. Before an offer of a place is made Oakwood will assess whether it is able to adequately cater for and meet any SEN and disabilities (if known) through discussion and meetings with parents, consideration of any professional reports, references from previous schools and assessment of the pupil at a taster day as appropriate.

6.2. An offer of a place may not be made if Oakwood determines, following consultation with parents, that we are unable to meet and provide for a child's needs. Obligations under the Equality Act 2010 will always be considered.

6.3. The School's Admissions Policy can be located on the Oakwood website. It applies equally to all prospective pupils.

7. Withdrawal

7.1. Where, after all reasonable adjustments have been made or considered, Oakwood feels that it is unable to accommodate a disabled pupil or meet their needs, it may require parents, after appropriate consultation, to withdraw their child. Fees in lieu of notice will not be chargeable in these circumstances.

8. Disclosure

8.1. Parents are requested to provide Oakwood with copies of the pupil's latest medical report, educational psychologist report and any other information regarding the pupil's SEN or disability.

8.2. If, following the offer of a place, it is discovered that the school has not received full disclosure of information relating to the pupil's needs **and** is not able to make reasonable adjustments accordingly, then Oakwood may withdraw the offer of a place, or ask the parents to withdraw their child.

9. Identification

9.1. 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. (See ***Appendix 1 – Identification Flow Chart***)

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

10. **SEND Provision - Wave Interventions**

Wave 1: Quality first teaching, multisensory, differentiated curriculum
Wave 2: Provision mapping, Pupil profile (if SEN is identified), Literacy intervention, Numeracy intervention, adjustments and relevant strategies in class
Wave 3 or EHC Plan: Support provided as outlined in EHC Plan, specialist 1:1 support from a qualified professional Eg SaLT, OT, EP, specialist intervention teacher *(Wave 3 support is paid for by parents)*

10.1 SEND provision can include:

- Improving access as far as is reasonable
- Helping the child to develop appropriate practices for documenting 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 and targeted small group interventions
- Organising access arrangements for assessments and entrance exams
- Some pupils may require specialist 1:1 support and such provision will be discussed and agreed with their parents. The cost of specialist support is not included in the Oakwood fees and the cost of such provision is usually borne by the parents.
- Some pupils may have small group support (wave 2) and 1:1 specialist support in different subjects running alongside one another

10.2. The school may request that pupils identified as having suspected learning difficulties are assessed by a specialist (such as an Educational Psychologist), the cost of which will usually be borne by the parents, so that the areas that require support can be identified. Specialist one-to-one lessons can be offered within the school day, outside the normal curriculum, and at an additional cost borne by the parents. Oakwood works closely with the child and their parents to help them overcome the barriers that their difficulties present.

10.3. The learning support (SEND) department will prepare individual Pupil Profiles for each child with identified needs, including details of effective strategies to be used, which are shared with all teaching staff and reviewed regularly.

11. Barriers to Learning

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

12. Physical Accessibility

12.1. 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.

12.2. Oakwood has an active monitoring policy and will use its best endeavours 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.

13. Reasonable Adjustments

13.1. Oakwood is legally required to make 'reasonable adjustments' in order to cater for a pupil's disability and needs. It is not legally required to supply auxiliary aids or services or to make any alterations to the physical features of the school.

13.2. Oakwood will inform the pupils and parents of the reasonable adjustments that they are legally required to make for that pupil, which may typically include:

- Allowing extra time for a pupil with specific learning difficulties to complete an exam
- Use of laptops / tablets
- Working with a scribe / reader
- Use of alternative fonts, coloured paper or visual overlays
- Providing examination papers in larger print for a pupil with a visual impairment
- Rearranging the timetable to allow a pupil to attend a class in an accessible part of the building
- Arranging a variety of accessible sports activities
- Special dietary requirements

13.3. Oakwood is not legally required to make adjustments which include:

- Physical alterations such as the provision of a stair-lift or new ground floor facilities
- Auxiliary aids and services such as a loop for pupils with hearing aids
- Large LCD screen computers and disability trained classroom assistants.

13.4. If parents are willing to pay for auxiliary aids and services, any proposals will be carefully considered and the school will not unreasonably refuse any requests for such aids and services to be provided.

14. Auxiliary Aids and Services

14.1. 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 auxiliary aids and services from September 2012. Oakwood is aware of this duty, which it complies with.

14.2. The school has also considered the difficulties of 'access' to education for those with specified types of disability, eg: sight or hearing, dyslexia, hayfever, eczema, asthma, food allergies, migraine, diabetes, speech impairment, physical disability, special needs etc.

14.3. Each case is considered on its own merits and every effort is made to accommodate the needs of the individual within reasonable parameters with particular regard to all aspects of safety.

15. Requests for an Education, Health and Care Needs Assessment (EHCNA)

15.1. Under the Children and Families Act 2014, requests for an EHC needs assessment may be made to the local authority by a child's parent, a young person aged 16–25, or the school on the child or young person's behalf.

15.2.When the SENCO would expect to support an application

The SENCO will generally be willing to initiate or support a request for an EHCNA where there is evidence that:
the child or young person has undergone a sustained graduated approach (Assess, Plan, Do, Review) at SEN Support, and has been recorded and reviewed; over time;
despite relevant and purposeful action taken by the school, the child or young person is not making expected progress in learning or development;
the child or young person's needs appear to be significant, complex, and/or unlikely to be met from the resources normally available to the school;
specialist or external professional advice (e.g. from an educational psychologist, speech and language therapist, or other relevant agency) supports the view that needs may require provision beyond SEN Support;
multiple agencies are involved in supporting the child or young person and coordinated, longer-term planning would benefit from an EHC plan; or there is a clear risk to the child or young person's inclusion,

attendance, or wellbeing without additional, sustained provision.

15.3. Where the SENCO does not consider an application appropriate

Where a parent or young person requests that the school initiate an application for an EHCNA, the SENCO will consider the request in light of the evidence available, including the child's progress, the support already provided through SEN Support, and any relevant professional advice. The SENCO is not obliged to submit an application on the school's behalf where, in their professional judgement, this is not considered appropriate — for example, where the child is making expected progress through SEN Support and there is limited evidence to meet the statutory test.

15.4. Where the SENCO decides not to proceed with a school-initiated request, the school will:

explain its reasoning to the parent or young person, with reference to the evidence considered;inform the parent or young person of their independent right to apply directly to the local authority for an EHC needs assessment, which the school cannot prevent or override; and provide reasonable support in signposting parents to relevant information or advice services (e.g. the local SENDIASS) where requested.

The final decision as to whether an EHC needs assessment will be carried out rests with the local authority, which must apply the statutory test under section 36(8) of the Children and Families Act 2014 regardless of who submits the request.

16. Pupils with EHC Plans and Carers

16.1. Pupils with EHC plans who are suited to the school educational offer are welcome. As a named school on an EHC plan, as the most suitable provider, Oakwood will meet the provision specified on the plan. 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.

16.2. 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.

17. Governor and staff responsibilities

17.1. The governing body is responsible for determining school policy and provision for pupils with SEN and disabilities. Mrs Lynda Butt is the dedicated SEND Governor and is a member of the Education and Safeguarding Committee, which meets termly.

17.2. The Head is responsible for overseeing all aspects of Oakwood's SEND provision and keeping the governing body fully informed of the implementation of this policy in practice.

17.3. The Learning Support department is led by Carla Todd the SENDCo, 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 SEND pupils are heard to read regularly and 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

17.4. 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.

18. English as an Additional Language

18.1. 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.

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

19.1. All teaching staff at Oakwood are fully committed to delivering effective SEND provision, ensuring the age, aptitude and needs of each pupil are properly provided for by the curriculum plans and schemes of work. They are keen to develop their knowledge of SEND issues and use and share best practice.

19.2. 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.

20. Staff Training

2..1. All staff (including teaching and support 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.

20.2. 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.

21. School behaviour and discipline

21.1. 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.

22.2. 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.

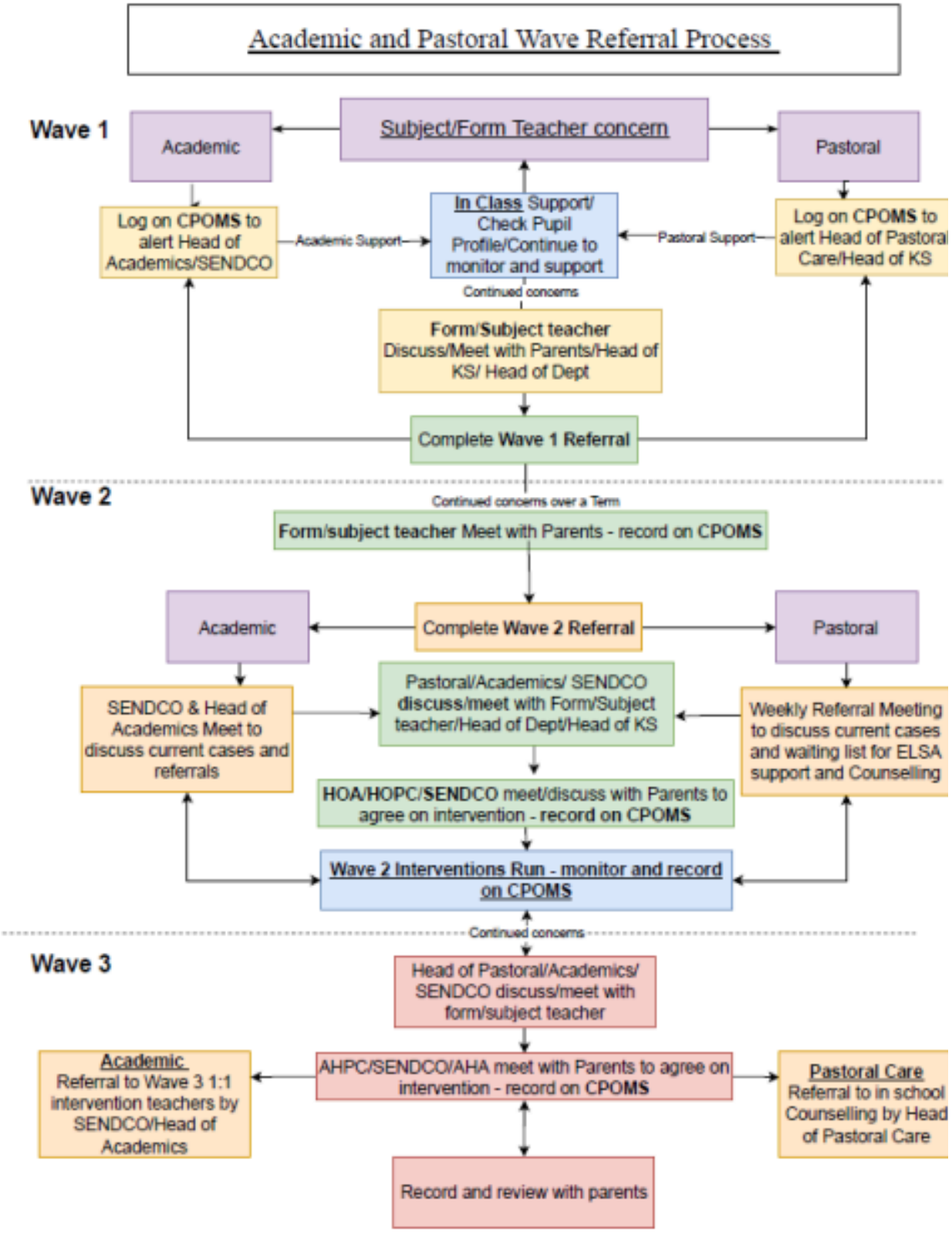
23. Partnership with parents

23.1. 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 feel 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.

23.2. Channels of Communication:

- Twice weekly staff meetings
- Direct contact
- Email correspondence
- Parent/teacher meetings
- Parents' Evenings
- School reports
- Review meetings

24. Complaints

24.1. 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.

APPENDIX 1: Flowchart for SEND referrals