

# OAKDALE PRIMARY SCHOOL



## SEND Policy and Information Report

Date approved by the Governing Body	May 2022
Date of next Review	Annually

## Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

## Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[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 co-ordinators (SENCOs) and the SEN information report

## Definitions

A pupil has SEN if they have a learning difficulty or disability that 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

The SENCO is Mrs Lucy Cleveland

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN 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 (LA) 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 SEN up to date

### The SEN governor

The SEN governor will:

- Help to raise awareness of SEN 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 headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **Class teachers**

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 SEN policy

## **OAKDALE PRIMARY SCHOOL INFORMATION REPORT – A GUIDE TO OUR SEN PROVISION**

### **The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example hearing impairments, processing difficulties
- Moderate learning difficulties

### **Identifying pupils with SEN and assessing their needs**

We identify children with special educational needs (SEN) by using a range of information to tell us about your child's current level of need. We will assess each pupil's current skills and levels of attainment, which will build on previous settings and Key Stages, where appropriate. Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- 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
- The attainment gap between the child and their peers widens

This may include progress in areas other than attainment, for example, social or emotional needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

- We gather this information in a variety of ways, including;
- Parental concerns shared with the class teacher
- Looking at the classroom environment, practice and routines and how this may be impacting on your child
- Additional observations to gather information
- Think about what is developmentally appropriate considering the child's age/stage – use assessment information
- Talk with other members of staff and the SENCO about the information we have gathered
- Talk to your child to gather their views, likes, dislikes etc.

## **Consulting and involving pupils and parents**

If you have concerns about your child's level of need, we encourage you to raise these by speaking to your child's class teacher in the first instance. This will allow you both to share what you know about your child and discuss ways in which we may be able to help. The class teacher can then meet with the SENCO or other experienced members of staff to agree the best strategy if needed. It will usually be the class teacher who will keep you informed about how well any intervention or support strategies are going, and what our next steps might be

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

You are welcome to make an appointment to meet with either the class teacher or SENCO at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home linked to your child's targets.

## **Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

We offer the following opportunities, in addition to the normal reporting arrangements, to parents/ carers and children to discuss progress, to plan and review support;

Children with an Education, Health and Care plan take part in Annual reviews of their plan, as well as termly reviews of their progress against targets with their child's class teacher.

All families have access to a parents evening time during the Autumn and Spring terms, as well as an informal open evening in the Summer. If your child is receiving SEN support you will be asked to meet once a term to plan and review support for your child and celebrate successes, either as a part of the usual parents meeting, or at a separate time. It is important that you and your child are fully involved in order that we can gather your views and aspirations, and to plan the provision to meet your child's needs. For those children requiring more specialist SEND support a one page support plan is produced and / or reviewed at these meetings.

## **Supporting pupils moving between phases and preparing for adulthood**

The following arrangements help children and their parents/carers to make a successful transfer to our school.

We offer tours and new parent meetings during the Autumn term to allow prospective Foundation stage parents to find out more about what we offer at Oakdale Primary School.

When children are offered a place we invite parents and children in to learn about us through a meeting with Reception staff.

We also offer a series of informal visits to school during the second half of the summer term, allowing children to become familiar with their new setting.

When children join us at other times in their school life we make sure that they have a buddy to help them become familiar with the routines and important places in our school, helping them to settle quickly. We have rigorous induction processes to ensure that we have all the information needed for a smooth transition before agreeing a start date.

We liaise with feeder schools and settings to ensure speedy transfer of SEN information in order that we can continue interventions and support where possible.

There is a clear program of SEN transition to Year 7, including additional visits and liaison with KS3 SENCo and support staff as appropriate.

We also liaise with feeder schools when children leave Oakdale at other times in their school life, making this process as smooth as possible by sharing strategies that we have used to support SEN children making good progress.

Our PSHE curriculum provides all children with the opportunities to discuss feelings around periods of change and helps to prepare them for their next steps.

We hold end of year transition meetings between teachers to discuss individual needs and share the child's provision strategies to ensure support continues.

## **Our approach to teaching pupils with SEN**

Our approach to learning and teaching is to;

Provide a curriculum which offers a suitable level of challenge and variety of learning experiences for all our children, regardless of SEN. We will sometimes provide adult support for a learning activity, but also wish our children to develop their resilience and independence. Children are often given choices on ways to present their learning, allowing them to make decisions about a style which suits them best, and an opportunity to succeed when there is no ceiling on their learning.

First and foremost, your child's class teacher will offer support, and is responsible for providing high quality teaching targeted at your child's areas of need. Where progress continues to be less than expected, the class teacher, working with the SENCO, should put in place extra or different teaching or other rigorous interventions designed to secure better progress, where required.

We will make sure that the person supporting your child has access to appropriate resources and training, including sharing good practise from within school and other primary schools locally.

All teachers strive to help all children progress in every lesson. One way they achieve this is by ensuring that tasks are suited to individual needs. Some of the ways we differentiate are

- Changing the design of the task given
- Allowing learners to lead their own learning
- Using differentiated questioning
- Using multi-sensory aids
- Varying learning outcomes
- Using daily informal assessments to inform future planning
- Appropriate method of recording
- Working with a learning partner

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including those with SEN.

## **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Our school has an accessibility policy

<https://www.oakdale.peterborough.sch.uk/page/?title=School+Policies&pid=27>

- All areas of the school are accessible by wheelchair.
- A disabled parking bay is available in the staff car park
- Accessible toilet facilities are available by the main reception and in the KS1 and KS2 areas of the school
- If you have specific access queries or concerns please speak with us.

We provide the following to ensure that all children in our school can access all of the activities offered.

- Alongside our general risk assessments, we consider whether individual risk assessments may be necessary for a child with more complex needs, in consultation with parents/carers
- We consider the need for providing additional staffing and accessible transport or ensuring the venue is appropriate to the needs of the pupil concerned.

## **Additional support for learning**

We have 18 teaching assistants who are trained to deliver interventions such as speech and language, Early Language Intervention, Lexplore, Sensory circuits and a range of Literacy and Numeracy intervention strategies, as well as emotional and well-being groups.

Teaching assistants support pupils in class, as well as running some interventions on a 1:1 basis or in small groups depending on their identified needs. This includes meeting targets in a child's Education Health and Care plan.

Please see **Working with other agencies** for information about external support for pupils with SEN.

## **Expertise and training of staff**

Our SENCO has seven years of experience in this role and works in a part time class teacher role. The SENCO is part of the school's leadership team.

We have a small team of teaching assistants, including one higher level teaching assistant (HLTA) who provide support for children of all abilities, including those with SEND.

In the last two academic years, staff training has included;

- Nuffield Early Language Intervention for Reception staff
- Sensory support training from Occupational therapy / sensory circuits update training
- Emotion Coaching training from the local Educational Psychology service for all staff
- Mental Health forum training alongside local schools and the Emotional Health and Wellbeing team

- SEN hub training – Autism advisory teaching service, Welbourne ASD hub, Southfields SALT hub
- Clicker Writer training
- STEPs Behaviour training
- SENCO training – observer at SEN EHCP panel, termly SENCO forums, updated EHCP training
- Speech and Language therapy updates for teaching assistants
- Educational psychologist consultations with class teachers
- Emotional Health and Wellbeing team consultations for class teachers
- Training and in school observations using expertise from Nenegate SEMH hub

## **Securing equipment and facilities**

Governing bodies of maintained schools have legal duties in relation to pupils with SEN, which are outlined fully in our SEN policy. At Oakdale, our SEN governor decides with the Headteacher and SLT, the school's general policy and approach to meeting children's SEN, including those with and without Education, Health and Care plans. Our SEN link governor meets on a termly basis with the Inclusion Lead to monitor provision for children with SEN in our school.

Our decision making process when matching support to need is to use information from pupil progress meetings and class provision mapping, alongside Senior Leadership Team and governing body meetings to ensure that we are responding to children's needs in a timely manner.

Interventions and support strategies are identified at Pupil progress meetings each half term where class teachers and members of the senior leadership team look at the current progress and attainment of different children and groups of children, identifying those who need additional support to make good or accelerated progress from their different starting points. We then also agree the most effective intervention to provide this.

If we cannot provide the necessary support in school we will contact the relevant outside agency for further advice and support.

Support is offered based on the current school budget.

Children who have an Education, Health and Care plan will receive the support outlined in their plan.

Our Local authority funding and SEND budget are allocated according to current data, showing areas of greatest need, and matching the skills of members of staff.

## **Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO and members of the leadership team
- Holding annual reviews for pupils with EHC plans
- Parents/ carers are involved through sharing their knowledge of their child and ways in which they enjoy learning at termly parent consultation meetings, helping to inform decisions about effective provision.

## **Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

A range of extra-curricular activities and school visits are available to our pupils. We also have a breakfast and after-school club on site run by Stars Day Nurseries <https://www.starsdaynurseries.co.uk/oakdale/>

- All pupils in Key Stage 2 have access to residential trips
- All pupils have access to after school sports coaching sessions.
- All pupils are encouraged to take part in sports day / school plays / special workshops, etc.
- No pupil is excluded from taking part in these activities because of their SEN or disability.

We enable children to access all activities by;

- Undertaking risk assessments in advance, putting in place actions to enable children to take part.
- Liaising with staff at visit destinations to inform them of needs, and to access their own risk assessments.

We involve parents, the pupil and, if appropriate, specialist support staff, as early as possible in the planning process, particularly when a residential stay is involved, asking them to provide us with information about their child and potential needs whilst taking part in experiences outside the classroom in order that necessary amendments or adjustments can be made.

## **Support for improving emotional and social development**

Our school offers emotional and social development support to children using a range of strategies available to all learners, with examples ranging from a peer support in class, social skills support intervention or 1:1 drawing and talking support.

Our PSHE curriculum, assemblies and behaviour system also support our commitment to improving emotional and social development.

We provide a wide range of additional learning opportunities, and our school values of care, respect and collaboration all link to valuing our own well-being and that of our peers.

<https://www.oakdale.peterborough.sch.uk/gallery/?pid=44&gcatid=10>

We encourage children to contribute their views by

- taking part in school and class council discussions
- joining one of our lunchtime or after school clubs
- reviewing their own targets with an adult / parents
- talking to them about their learning as part of learning walks or pupil interviews

Pupils with SEN are also encouraged to be part of lunchtime or after school clubs where appropriate to promote teamwork/building friendships etc.

We use trained staff in school to provide support for identified children, in consultation with parents, and we also work alongside local agencies where appropriate to provide additional advice and resources.

We have a zero tolerance approach to bullying. (see Behaviour and Anti-Bullying Policy)

<https://www.oakdale.peterborough.sch.uk/attachments/download.asp?file=210&type=pdf>

## **Working with other agencies**

At Oakdale we use the 'Support for Learning' service to provide assessments and advice on provision for identified children with SEND. We also use their expertise to support staff in school.

We also access;

- Educational psychologist support
- Speech and Language Therapy for identified children
- Occupational therapist support for identified children
- Child and Adolescent Mental Health (CAMHS)
- Autism Specialist Teacher Service
- Emotional support and wellbeing team
- School nurse referrals
- Early Help team

## Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher, SENCO or Deputy Headteacher. They will then be referred to the school's complaints policy.

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:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services
- Parents and carers can give their feedback or make a complaint by contacting any member of school staff, emailing or writing to the Headteacher, or contacting the SEN governor

## Contact details of support services for parents of pupils with SEN

Some of the external support services for information/ advice are:

SEND Information Advice Support Service – Tel. 01733 863979 email [pps@peterborough.gov.uk](mailto:pps@peterborough.gov.uk)

Educational Psychology Open Access Consultation Service – Tel. 01733 863689

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/site.page?id=Vke5T9THiS4>

Local authority family information for SEND

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>

CHUMS Mental Health and Emotional Well-being service <http://chums.uk.com/cambs-pborough-services/>

Peterborough Speech and Language service <https://www.cpft.nhs.uk/speech-and-language-therapy-children/>

Peterborough Occupational Therapy Children's service <https://www.cpft.nhs.uk/occupational-therapy-children/>

## The local authority local offer

The Local Authority is committed to all pupils, regardless of their specific needs, making the best possible progress in their educational setting which, wherever possible and with the agreement of the family or the young person, will be in a mainstream setting.

All Peterborough's schools have a similar approach to meeting the needs of pupils with special educational needs and disabilities. Maintained schools have access to a range of professional services provided by the Local Authority which include the Educational Psychology Service, the Autism Outreach Service, the Sensory Support Service and the Specialist Teacher for pupils with ADHD.

For further information, advice or support, please access the Peterborough Local Offer for SEND at

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>

## Contact details for raising concerns

Your first point of contact is your child's class teacher.

Our Special Educational Needs Co-ordinator (SENCO) is Mrs Lucy Cleveland.

Other people in our school who might be contacted include

Ms Ilona Wrigley (Headteacher) or Mrs Kirsti Britton (Deputy Headteacher)

SEN Governor is Mrs Donna Flynn

[office@oakdale.peterborough.sch.uk](mailto:office@oakdale.peterborough.sch.uk)

01733 566237

