

OAKDALE PRIMARY SCHOOL



SEND Policy

Date approved by the Governing Body	September 2025
Date of next Review	Annually

Special Educational Needs and Disabilities (SEND) Policy

2026–2027 – Oakdale Primary School

Welcome

At Oakdale Primary School we strive to meet the needs of all pupils, adapting the curriculum to support and challenge children as appropriate, and have high aspirations for all. Some children need extra support because they find aspects of learning more difficult than most other children or young people of the same age and will access Special Educational Needs support (SEND)

We aim to quickly identify pupils who are making limited progress and use this information to decide which support is the most appropriate to meet their needs. This policy explains how we support pupils with special educational needs and disabilities (SEND) and the legal responsibilities we follow.

This policy meets the requirements of the SEND Code of Practice 0–25 (2015), the Children and Families Act 2014, the SEND Regulations 2014, and the Equality Act 2010.

Our Aims

- Support and make provision for pupils with special educational needs and disabilities
- Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
- Help pupils with SEND fulfil their aspirations and achieve their best
- Help pupils with SEND become confident individuals living fulfilling lives
- Work in partnership with families and pupils.
- Clearly explain the roles of everyone involved in SEND.

Our Vision

- All children feel safe, valued, and included.
- All have access a broad and balanced curriculum.
- Children receive reasonable adjustments so they can participate equally.
- Pupils are supported to develop independence and confidence.

Legal Framework

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 0–25 (2015) and the following legislation:

- Children and Families Act 2014 – Part 3

- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010 (including Public Sector Equality Duty)
- School Admissions Code
- UK GDPR and Data Protection Act 2018

Inclusion and equal opportunities

At our school we work hard to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

What Counts as SEND?

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.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most other children of the same age.
- A disability that has a long-term, significant effect on their ability to do daily activities or make use of facilities of a kind generally provided for others of the same age in mainstream schools

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time.

The four main areas of need are:

1. Communication and Interaction – e.g. autism, speech difficulties.
2. Cognition and Learning – e.g. dyslexia, learning difficulties.
3. Social, Emotional & Mental Health (SEMH) – e.g. anxiety, ADHD.
4. Sensory and/or Physical – e.g. vision or hearing impairment.

Who is Responsible?

- SENCO (Special Educational Needs Co-ordinator): Lucy Cleveland – Leads SEND provision, supports staff, works with families and outside agencies.
- SEND Link Governor: Donna Flynn – Checks the quality of SEND provision and reports to governors.
- Headteacher – Ensures strategic leadership of SEND.
- Class Teachers – Plan and deliver high-quality teaching for all pupils.

- Parents/Carers – Share information, attend meetings, and work in partnership with school.
- Pupils – Share their views and help plan their own support.

How We Support Children with SEND

Once a pupil has been identified as having SEND, we put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

Assess – We find out what your child needs help with.

Plan – We agree support strategies and set review dates.

Do – We put the support in place and monitor progress.

Review – We check how it's working and make changes if needed.

Levels of Support

- SEN Support – These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.
- Education, Health and Care Plan (EHCP) – Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. EHCPs are reviewed every year by school and families.

Transitions

We support children at times of transition through additional visits, parent meetings, visual support, sharing key information and liaising with external agencies.

- Starting school in Reception.
- Moving between year groups.
- Joining Oakdale from another setting.
- Moving to secondary school.

Admissions and Accessibility

Our accessibility plan outlines the steps we have taken with our physical environment; buildings, premises and outdoor areas, Outdoor learning space, Staff awareness and Curriculum to ensure that no children are treated less favourably than others. This plan is reviewed every 3 years to improve access to buildings, curriculum, and information.

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

Working with Other Professionals

The school recognises the importance of working with external support services to help individual children when appropriate such as:

- Speech and language therapists
- Educational psychologists
- CAMHS (mental health services)
- Physiotherapists/occupational therapists
- Social workers
- Specialist teachers from the local authority
- Mental Health Support Team

Data Protection

SEND information is stored securely.

We only share details with authorised people/agencies for legitimate purposes, in line with UK GDPR and with agreement from parents / carers.

Complaints

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally. This is in line with the Department for Education guidance. Some issues are likely to be best resolved through discussion with a class teacher or other member of staff below the level of a school leader. In some cases, though, a person may feel the need to escalate the matter to the SENCO or Key Stage Leader.

Please find below a link to our school complaints policy, which explains our school's approach, including an outline of how complaints will be handled, and how parents can complain.

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

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

The local authority processes for complaints or mediation regarding SEN support are available below.

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8-6>

Monitoring

This Policy is reviewed annually by SENCO and SEND Governor.

It is Approved by Full Governing Board.

We update this policy sooner if laws or guidance change.

Where to Find More Information

Our SEN Information Report is available on our website.

[Oakdale Primary School SEND Information Report 2026 - 2027](#)

Peterborough Local Offer – advice and services

[Peterborough Local Offer](#)

Glossary

- EHCP – Education, Health and Care Plan – a legal document for pupils needing extra support beyond school’s resources.
- SENCO – Special Educational Needs Co-ordinator.
- Local Offer – Information on SEND services available in your area.
- Graduated Approach (APDR) – A four-step process (Assess–Plan–Do–Review) for supporting pupils with SEND.
- Reasonable Adjustments – Changes made to ensure SEND pupils aren’t disadvantaged.

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Next Review: September 2026

Review Cycle: Annual