



Special Educational Needs Policy

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Reviewed by:

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Mission Statement

'That they may have life, life in all its fullness.' (John 10:10)

Oakhill Church School is an inclusive school where everyone is made to feel welcome. Our Bath and Wells Multi-Academy Trust vision sets out to ensure that all students enjoy high quality learning experiences through which they are able to achieve their full potential.

Our inclusive ethos aims to encourage all pupils to be actively involved in their own learning and staff endeavour to provide a full and rounded education, valuing the academic and 'whole-pupil' approaches to their school experience.

What are Special Educational Needs?

A pupil has Special Educational Needs if they have a learning difficulty or disability which incurs a *significantly greater difficulty in learning than the majority of their peers at the same age*. This calls for special educational arrangements to be made for them.

(SEND Code of Practice 2014 updated in 2015)

Aims and Objectives

We adhere to the SEN Code of Practice (2015) in our support of pupils with additional needs, where their provision is '*additional to and different from*' that which is provided as part of a differentiated curriculum for all pupils.

- For every pupil to receive a broad and balanced curriculum in a learning environment that supports learning at differentiated levels.
- For pupils to engage in their own learning and to develop independence and resourcefulness.
- For parents/carers/ to feel supported in the processes involved in supporting their pupils with SEN.
- To ensure that the views of the pupil are heard and valued in supporting them in their learning in the classroom and in accessing broader learning experiences.
- To provide adjustments in allowing all pupils to access all elements of the school curriculum as set out by Somerset's Graduated Response in the four areas of Special Educational Need:
 - Cognition and Learning
 - Communication and Interaction
 - Social, Emotional and Mental Health
 - Sensory and/or Physical Needs

Roles & Responsibilities

The school's SEN Governor liaises with the SENCo and Head teacher to ensure that these objectives are met for all pupils with Special Educational Needs (SEN).

SEN Governor: Mr Giles Atkins

Head Teacher: Mrs Jude Clements

SENCo: Miss Hannah Whitcombe

The Role of the SENCo:

The Special Educational Needs Co-ordinator (SENCo) is responsible for ensuring that the school can track and record SEN provision and decisions for all the children with SEN in the school. A SENCo manages the SEN Record of Need by:

- Overseeing the day to day operation of Oakhill's SEN policy
- Co-ordinating provision for and managing the responses to children's special needs
- Liaising with and advising colleagues
- Maintaining the school's SEN register and keeping up-to-date records
- Contributing to and managing the medical and learning records of all children with SEN
- Liaising with parents/carers and class teachers of children with SEN
- Contributing to the in-service training of staff
- Liaising with Early years settings and secondary schools to support transfers of pupils with SEN
- Liaising with external agencies for further advice and support
- Preparing and submitting higher needs funding applications (nursery)
- Requesting and completing the paperwork for a statutory assessment – EHCP

Identifying and Assessing Special Educational Needs

Identifying pupils with SEN is the responsibility of a wide range of people involved in school life. The pupil's parents/carers, governors, the Headteacher, SENDCo, Key worker, class teachers and teaching assistants are all integral parts in the process of identifying additional needs.

Early identification of SEN is recognised as essential in reducing barriers to learning and ensuring that the pupil is able to make good progress. Prior to the pupil's entry to the school, their current levels of attainment are obtained and information is gathered from parents/carers, previous education or Early Years settings, health and care services. Where previous Special Educational Needs have been identified, the SENDCo from their previous setting will be contacted and liaison meetings with parents/carers will occur and provision will be planned prior to the pupil's entry to the school.

For a child to be put on the SEN register the following criteria applies:

- Outside agencies are involved with the child
- The child has a diagnosis (e.g. ADHD, Autism)
- The child is working significantly below age expectations or we are investigating the child further.

All teachers are teachers of special needs...

Quality first teaching is essential for teachers and keyworkers to ensure that all lessons and activities are well planned, prepared and are of a high quality. Learning is scaffold to meet the needs of all pupils and successes are celebrated at all levels of academic attainment.

Monitoring Progress is vital in order to identify those pupils who are not making good progress. Teachers follow the National Curriculum for each Key Stage and continuously monitor the progress of all pupils in their class which occurs daily through formative and summative assessments.

In our nursery setting, children follow the Early Years Foundation Stage curriculum and summative assessments occur three times a year in line with the school's data collation.

A Graduated Response is provided by the class teacher or keyworker whereupon a difficulty has been identified and the barriers to learning are reduced by implementing additional classroom/nursery provision. This may be through the use of additional support resources, optimum placement in the classroom to reduce distractions or interventions to reduce the gaps in the pupil's learning by pre or post-teaching a particular skill. In our nursery setting, the keyworker will work as 1:1 support to address the gaps in the pupil's development and move the learning forward.

Intervention is used to support a pupil's learning around an area that has been specified by assessment. This could be on an individual basis or as part of a small group, depending

on the nature of the intervention. The parents/carers will be notified on the area of need and the intervention that is being planned to meet that need. If the intervention is not supporting the pupil enough in making good progress and reducing that identified gap in their learning, then other SEN arrangements will take place and the support of outside learning support services will be sought.

Outside agencies are called upon when the pupil's needs cannot be met by the school alone. Oakhill Church School receives further support from:

Learning Support Services

Speech and Language

Occupational Therapy

Educational Psychology

Vision Support Team

Autism and Communication

Play Therapy

Pupil and Adolescent Mental Health Services (CAMHS)

Managing Pupils on the SEN Register

Where it is determined that a pupil does have a Special Educational Need, parents/carers will be informed, the pupil's identified need will be discussed and the planned provision for that pupil will be explained. The pupil will become part of the Register of Special Educational Need, known as SEN Support. The aim of formally identifying a pupil in need of SEN Support, is to provide best possible support to remove barriers to learning and enable the pupil to make good or accelerated progress in line with the National Curriculum or the Early Years Foundation Stage requirements. The SENCo is responsible to keeping records of children on the Register of Special Educational Need, co-ordinating their provision within the school and maintaining good contact with parents/carers and outside agencies to ensure that the best possible support is given.

The monitoring of the progress made as a result of intervention will be in the form of an **Assess, Plan, Do, Review** cycle in liaison with the pupil, class teacher and parents/carers. The SENCO will coach the class teachers with this.

Assess – the needs of the pupil are identified and initial formative assessment takes place. In the nursery, this will occur through observation by the keyworker and other nursery staff and assessment would take the form of an age-appropriate game or fun activity.

Plan – provision is planned in the form of intervention and SMART targets are set.

Do - the intervention planned to meet the required need is carried out by a key adult. The intervention is between 6-8 weeks.

Review – at the end of the intervention, its impact is measured by repeating the initial formative assessment (game or fun activity in nursery), the number of targets that have been achieved and the view of the pupil in their response to the intervention and its impact on their learning. New targets will be set and the provision for meeting those will be planned.

This is an ongoing cycle to enable provision to be refined and revised as the pupil progresses and interventions that have the greatest impact are identified.

Referral for an Educational Health and Care Plan

If a pupil has significant health or learning difficulties and it is likely that they will need specialist provision, they may undergo a Statutory Assessment process which can be requested by either the parent or the school. This will occur when the complexity of need is such that a multi-agency approach is required in assessing the level of need, planning the provision and identifying resources to support the pupil in accessing the curriculum. Further information about EHC Plans and the referral process can be found on the Somerset's SEND Local Offer:

<https://beta.somerset.gov.uk/education-and-families/the-local-offer/>

Direct link to the EHC Plan process:

<https://beta.somerset.gov.uk/education-and-families/the-local-offer/education/education-health-and-care-plans/>

Somerset's SEND Local Offer

The SEND Local Offer is a website which is designed to provide guidance, information and support to children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available to families in Somerset across education, health and social care through private, voluntary and community sectors.

THE SOMERSET SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) 0-25 CHARTER
HOW WE WORK TOGETHER TO DELIVER SEND INCLUSION

OUR VISION

All SEND practitioners become leaders of SEND, working together to ensure that we consider and involve children and young people with SEND and their families in everything that we do and deliver excellent child and family centred provision across Somerset.

The SEND Charter is not about creating new structures or services, but establishing a cohesive, collaborative SEND provision delivered jointly by all partners. We will commit to providing high quality SEND provision by:

- Ensuring our services and staff are **accessible and approachable**, supporting the use of universal language wherever possible
- Working **collaboratively** in an **open, honest and transparent** way
- Nurturing and encouraging **positive, flexible and solution focused** attitudes
- Working and thinking **creatively** in a **structured and organised** way

OUR PRINCIPLES

Our approach to providing excellent SEND provision is based on a set of shared principles:

- First and foremost, ensuring that provision is **child and family centred** and that they are at the heart of everything we do and **involved in processes**
- All practitioners will be treated **respectfully and professionally** by one another in a blame-free, **supportive** environment offering **positive challenge** where appropriate
- Help will be provided **early and effectively** reducing the need for statutory or specialist intervention, **empowering families** to promote their **independence**
- Communication will be **clear and open**, ensuring **information is shared** effectively, helpful **signposting** is in place and clarity given over **roles and responsibilities**

OUR IMPACT

- The child's voice is heard and acted upon
- Stronger and more efficient partnerships
- Coherent service that meets the needs of families
- Clear and meaningful planning and guidance
- Consistent use and understanding of language
- Better experiences and increased confidence in services
- Holistic approach to achieve outcomes quickly
- Improved engagement with children and families
- Empowered families with increased resilience

CHILDREN AND YOUNG PEOPLE WITH SEND HAVE THE SAME RIGHTS AND CHOICES AS ALL OTHER CHILDREN IN SOMERSET

Children with Medical Conditions

Those children whose Special Educational Need arises from a medical need, will be supported by close liaison with parents/carers, outside agencies, the SENCO, the class teacher and any Support Assistant where implemented. An Educational Health and Care Plan referral will occur and the necessary modifications to classroom and whole school provision will be discussed to enable the pupil to access the curriculum and enable them to partake fully in school life.

Criteria for exiting the Special Education Needs register

A pupil may be removed from the Register of Special Educational Need if the progress made by the pupil is such that they have gained enough progress to meet their Age Related Expectations (ARE). These are the standards determined by the government as expected for the pupil's age. Consultation between the SENCo, parents/carers, class teacher and pupil would occur before removal from the register, whereupon the progress of the pupil would still be monitored by the class teacher to ensure that the pupil continues to make good progress and remain at ARE.

Monitoring and Evaluating SEN Provision at Oakhill Church School

For the school to make consistent and continuous progress in relation to SEN provision, the school encourages feedback from parents/carers, staff and the pupils themselves throughout the year. Pupil Progress Meetings are an essential means of highlighting children who may need additional support as part of a graduated response. The Assess, Plan, Do, Review (APDR) termly cycles occur throughout the year to monitor additional provision and the impact of interventions. Impact is measured in the form of good or accelerated progress made within the 6-10 week intervention. This is then used to plan further APDR cycles.

Oakhill Church School offer an open-door policy, where parents/carers can access the class teacher, member of the Senior Leadership Team or SENCo regularly.

The SEN report is an evaluation of the effectiveness of the school's SEN provision. This is a consultation between the SENCo, Senior Leadership Team and the link SEN governor. The completed report is published by the governing body in the school website as the SEN Information Report in accordance with Section 69 of the Children and Families Act 2014.

Training and Resources

The SENCO and SEN Governor hold regular meetings to explore any changes in SEN and the current provision within the school as this can change throughout the year if a new pupils transfer to Oakhill with a particular area of SEN. Teaching, support staff and nursery keyworkers are kept up to date with relevant training and developments in teaching practice in relation to all aspects of SEN and the Graduated Response. Where additional training needs are required, Somerset's Learning Support Services will be consulted and such training implemented. This training may occur as part of a Staff Meeting, in the form of a Twilight session for longer training needs or as part of an In-Service Training (INSET) day.

Complaints Procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to the SENCo/member of the Senior Leadership Team or Headteacher, who will endeavour to help in remedying the concern or if not, would be able to offer advice on formal procedures for complaints.