



Oaks Primary Academy

SEN & Disability Policy

SEND Information Report

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Date	Version No	Brief detail of change
September 2016	1.0	First written
September 2017	2.0	Re-formatted and updated
September 2018	3.0	Reviewed and amended
September 2019	4.0	Reviewed and amended
September 2020	5.0	Reviewed and amended
September 2021	6.0	Reviewed and amended
October 2022	7.0	Reviewed and amended
September 2023	8.0	Reviewed and amended

This policy is written in line with the requirements of:-

- Children and Families Act 2014
- SEN Code of Practice 2015
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators
- Schedule 1 regulation 51– Information to be included in the SEN information report
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer Equality Act 2010
- Schools Admissions Code, DFE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012 SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies; LAT SEND Policy, Behaviour Policy, Equalities Policy, Safeguarding Policy, Complaints Policy, Inclusion Policy, Attendance Policy and the Health and Safety Policy.

This policy was developed with the Principal, representatives from the governing body, Parent parental representation and the Leigh Academy Trust. Parents of children with special educational needs will be consulted. This information will then be reviewed annually.

Definition of Special Educational Needs and Disability (SEND)

A pupil or young person has SEND 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 if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) 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 or mainstream post-16 institutions. SEN Code of Practice (2015, p 15)

Definition of disability

Many children and young people who have SEND may also 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 provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice*

(2014, p5)

1 The kinds of SEN for which provision is made at Oaks Primary Academy.

At Oaks Primary Academy we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan (EHCP), for instance dyslexia, dyspraxia, speech and language needs, autism, learning difficulties, emotional and behavioural difficulties.

The range of special needs currently being met within our Academy include: ADHD, anxiety, auditory processing disorder, autism, dyslexia, emotional dysregulation, epilepsy, fine and gross motor skill delay, global development delay, Irlen syndrome, mental health needs, moderate learning difficulties, sensory processing disorder, speech and language needs and social skills difficulties.

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority. The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2 Information about the policy for identification and assessment of pupils with SEN

At Oaks Primary Academy we monitor the progress of all pupils six times a year to review their academic progress. We also use a range of assessments with all pupils at various points. These include Y1 phonics screening, reading and spelling tests, Language Link screening and SATS.

Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support and/or interventions to enable the pupil to catch up. This is called 'adapting the curriculum' and will be recorded on a class Provision Plan. Examples of extra support are: reading interventions such as Toe by Toe, BEAM, Clever Fingers, Sensory Circuits, LEGO Therapy, Numeracy interventions, Speech and Language Link and 1:1 or small group work. Most pupils will be able to make progress with this additional intervention and high quality teaching.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted to their areas of need. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine their barrier to learning. Examples of the types of assessments we may use include; Language Link, Speech Link, Lucid Rapid Dyslexia Screening, Visual Stress Assessment, Handwriting Assessment (DASH) Strengths and Difficulties Questionnaire (SDQ) and Boxall Profile. We also have access to external advisors for example, Educational Psychologists, Speech Therapists, the Specialist Teaching and Learning Service (STLS) and the Local Inclusion Forum Team (LIFT).

The purpose of this more-detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make progress. The results and any recommended strategies will be shared with parents, put into a SEN Personalised Plan and reviewed regularly. We will only record a pupil as having a Special Educational Need (or SEN) if this external input is required. A 'Special Educational Need' (or SEN) means a pupil requires help that

is in addition to, or different from the support generally given to all pupils of the same age. Class teachers will raise their concerns with the SENCO who will take the appropriate next steps in seeking advice and support from outside agencies. This may include making a referral to a Community Paediatrician, Educational Psychologist, Speech Therapist or Local Inclusion Forum Team (LIFT). Parents will be notified if we think the SEN status of a pupil should be changed.

3 Information about the school's policies for making provision for pupils with SEN whether or not they have EHC Plans.

3a How the school evaluates the effectiveness of its provision for such pupils

Each review of the SEN personalised plan will be informed by the views of the pupil, parents and class/subject teachers, alongside assessment information which will show whether adequate progress is being made.

The *SEN Code of Practice (2015, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the pupil's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with or without an Education, Health and Care Plan there will be an annual review of the provision made for the pupil, which will enable an evaluation of the effectiveness of the special provision. The collated evaluations of effectiveness will be reported to the governing body.

3b Arrangements for assessing and reviewing the progress of pupils with SEN

Every pupil at Oaks Primary Academy has their progress tracked six times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at Oaks Primary Academy are listed in Section 2. Using these it will be possible to see if pupils are increasing their level of skills in key areas. If a pupil is working at a pre-key stage level, we will assess the pupil's progress using a pre-key stage assessment and the Portage checklist if necessary. This will enable us to track the smaller steps of progress that the pupil is making.

If these assessments do not show adequate progress is being made, the SEN personalised plan will be reviewed and adjusted.

3c The school's approach to teaching pupils with SEN

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2014, 6.37)*

At Oaks Primary Academy, the quality of teaching is judged to be '**outstanding**' by Ofsted.

We follow the Mainstream Core Standards, advice developed by Kent County Council, to ensure that our teaching conforms to best practice –

<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / precision teaching / mentoring, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'.

3d How the school adapts the curriculum and learning environment for pupils with SEN

At Oaks Primary Academy we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in EHCPs.

Oaks Primary Academy follows the IB Primary Years Programme and incorporates the five essential elements of the PYP (key concepts, transdisciplinary skills, transdisciplinary themes, attitudes to learning and action) into the learning engagements for all pupils. This approach to learning provides the foundations for inquiry-based learning through which all pupils are able to develop their skills and knowledge. The PYP framework is adaptive and inclusive, providing the environment for all pupils to engage through the Learner Profile Attributes and Units of Inquiry.

3e Additional support for learning that is available to pupils with SEN

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is outstanding in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of resource is required. The funding arrangements require schools to fund the first £6000 of any additional costs for SEN pupils from the notional SEN budget, after which they can apply for High Needs Funding from KCC.

3f How the school enables pupils with SEN to engage in activities of the school (including physical activities) together with pupils who do not have SEN

All clubs, trips and activities offered to pupils at Oaks Primary Academy are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity

3g Support that is available for improving the emotional and social development of pupils with SEN

At Oaks Primary Academy we understand that an important feature of the school is to enable all

pupils to develop emotional resilience and social skills, both through direct teaching and assemblies and indirectly with every conversation adults have with pupils throughout the day.

For some pupils who need extra help in this area, we also can provide the following; access to an Emotional Literacy Support Assistant (ELSA), mentor time with members of the Senior Leadership Team, Social Skills groups, Play Therapy and external referral to CAMHS.

Pupils in the early stages of emotional and social development, because of their special educational needs, will be supported to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

4 The name and contact details of the SENCO:

The SENCO at the Oaks Primary Academy is Clare Sculley, who is a qualified teacher and holds the National Award for SEN Coordination (NASENCo). She also holds the following qualifications: BA(Hons) Children and Young People Learning; Postgraduate Award of Proficiency in Assessment for Access Arrangements (PAPAA).

The SENCO is available on the following telephone number **01622 755960** or via email at contactus@oaksprimaryacademy.org.uk. Mrs Sculley's working days are Monday, Wednesday, Thursday and Friday.

5 Information about the expertise and training of staff in relation to children and young people with SEN and how specialist expertise will be secured

Teachers and teaching assistants have regular training as part of their CPD. Training includes, Dyslexia Awareness, ASD, Attachment Disorders, Speech and Language Development and Phonics.

In addition key staff have attended the following enhanced and specialist training

- Emotional Literacy Support Assistant
- Lego Therapy
- Chatter Tots - Speech and Language intervention
- Precision Teaching
- Reciprocal Reading
- Paired reading
- Intensive Interaction
- Attention Autism

Where a training need is identified beyond this we will find a provider who is able to deliver it. The cost of training is covered by the notional SEN funding.

6 Information about how equipment and facilities to support children and young people with SEN will be secured

Where external advisors recommend the use of equipment or facilities which the school does not

have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

7 The arrangements for consulting parents of children with SEN about, and involving them in, their education

All parents of pupils at Oaks Primary Academy are invited to discuss the progress of their child on three occasions a year and receive a written report at least once a year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Year Group Provision Map.

If following this normal provision, improvements in progress are not seen, we will contact parents to discuss any further support or referrals which will help us to address these needs. From this point onwards the pupil will be identified as having special educational needs because the provision being made is in addition to and different from the support generally given to all pupils. The parent/s will be kept informed and supported to contribute to all planning and reviews of this provision.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an Annual Review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8 The arrangements for consulting young people with SEN about, and involving them in, their education

When a pupil has been identified as having special educational needs, the pupil will be consulted about and involved in the arrangements made for them as part of child-centered planning.

9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school

The normal arrangements for the treatment of complaints at Oaks Primary Academy are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, SENCO or Principal to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for pupils who have an Education, Health and Care Plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEN and in supporting the families of such pupils

The governing body have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- A service Level agreement with access to KCC resources
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice

11 The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail:-iask@kent.gov.uk

www.kent.gov.uk/iask

12 Supporting pupils with SEN in transferring between phases of education or in preparing for adulthood and independent living

At Oaks Primary Academy we work closely with any educational settings used by the pupils before they transfer to us, in order to seek the information that will make the transfer as seamless as

possible. We have a transition programme which includes transition days, visits to pupils' nursery placements and transition meetings between the class teacher, parents, nursery staff and the SEND team.

For transition to secondary school, we have adopted the Transition Programme established by the Specialist Teaching Service to ensure that pupils and their families are fully informed and confident that they have made the best choice for them. We organise transition days and activities to ensure the step to the next phase in their education is successful. We work closely with all the secondary schools our pupils are transferring to.

13 Information on where the local authority's local offer is published.

The local authority's local offer is published on www.kent.gov.uk and parents without internet access should make an appointment with the SENCO for support to gain the information they require. www.kelsi.org.uk