STATUTORY POLICY

Special Educational Needs and Disabilities Policy

This Policy applies to **a**ll pupils, including pupils in Nursery, Reception and the ARP

Oak Green School Special Educational Needs and Disabilities (SEND) Policy

*Please note any reference to Headteacher refers to one or both Co Headteachers

1. Policy Statement

Oak Green School is committed to providing an inclusive education in which every pupil is valued, respected and supported to participate, learn, achieve and develop their independence.

We recognise that children have different strengths, needs, experiences and starting points. Special educational needs and disabilities (SEND) should not be understood simply as difficulties within the child. Barriers may arise through the interaction between a pupil's individual needs and the environment, curriculum, teaching, communication, relationships or wider circumstances.

Our approach is therefore based on identifying and reducing barriers to learning and participation, maintaining high expectations and providing appropriate support at the earliest opportunity.

Oak Green School will use its best endeavours to make sure that a child with SEN receives the special educational provision they require.

High-quality teaching, appropriately adapted to meet pupils' needs, is the first response to additional needs. Where a pupil requires provision that is additional to or different from that ordinarily available, this will be identified, planned, delivered and reviewed through the school's graduated approach.

SEND is the responsibility of the whole school. The SENCO coordinates provision and provides specialist leadership and advice, but responsibility for the progress, participation and inclusion of pupils with SEND is shared by teachers, support staff, leaders, governors and the wider school community.

The school will work in partnership with pupils, parents and carers, the local authority and relevant external professionals to identify needs, plan provision and review its effectiveness.

This policy should be read alongside the school's SEN Information Report, which provides the detailed, annually updated information about how this policy is implemented at Oak Green School.

2. Purpose of the Policy

This policy sets out Oak Green School's approach to:

- identifying and responding to special educational needs and disabilities;
- providing an inclusive mainstream education;
- delivering high-quality adaptive teaching;

- identifying and reducing barriers to learning and participation;
- providing additional or different provision where required;
- involving pupils and parents in decisions about SEND provision;
- implementing the graduated approach of assess, plan, do and review;
- working with external agencies;
- supporting pupils with Education, Health and Care Plans (EHCPs);
- making reasonable adjustments for disabled pupils;
- promoting participation in all aspects of school life;
- monitoring and evaluating the effectiveness of SEND provision.

The policy provides the framework within which the school's more detailed SEND arrangements are implemented.

3. Statutory Framework and Guidance

This policy is based on the current legislation and guidance related to SEND, including:

- Children and Families Act 2014;
- Equality Act 2010;
- Special Educational Needs and Disability Regulations 2014;
- SEND Code of Practice: 0 to 25 years;
- relevant National Curriculum requirements;
- statutory guidance relating to safeguarding, attendance, behaviour, exclusions, accessibility and supporting pupils with medical conditions.

The school will also consider relevant Department for Education developments concerning inclusive mainstream education, adaptive teaching and SEND reform.

Where national reforms are proposals, consultation material or policy direction rather than current legislation, they will not be treated as statutory requirements until they come into force.

4. Definition of Special Educational Needs and Disability

A pupil has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A pupil of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age.

SEND may affect a pupil's:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health;
- sensory and/or physical development.

These broad areas of need are used to support understanding and planning. They are not intended to place pupils into rigid categories, and individual pupils may experience needs across more than one area. A diagnosis is not required before a school responds to an identified need.

5. Principles of Inclusion

Oak Green School is committed to the following principles:

1. **Every child matters.** Every pupil has a right to participate, learn and achieve.
2. **High expectations.** SEND should not automatically limit expectations for achievement, independence, behaviour or participation.
3. **Inclusion is a whole-school responsibility.** SEND is not the sole responsibility of the SENCO.
4. **High-quality teaching comes first.** Teaching should be responsive to pupils' diverse needs and reduce barriers wherever possible.
5. **Early identification matters.** Needs will be identified and responded to as early as reasonably possible.

6. **Needs rather than labels guide provision.** Support will be based on identified barriers, strengths and needs rather than solely on diagnosis or category.

7. **Pupil and parent voice matters.** Pupils and their parents/carers will be involved in decisions about SEND provision wherever reasonably possible.

8. **Support should promote independence.** Additional adult support should enable access, participation and independence rather than create unnecessary dependence.

9. **Provision should have a clear purpose.** Additional provision and interventions should be appropriate to the identified need and reviewed for impact.

10. **Inclusion extends beyond lessons.** Pupils with SEND should have meaningful opportunities to participate in play, trips, clubs, enrichment, leadership and wider school life.

6. Inclusive Mainstream Practice and Adaptive Teaching

Oak Green School recognises that inclusive practice begins with the quality of everyday provision.

High-quality adaptive teaching is central to the school's approach. Teachers are expected to know their pupils and adapt teaching where necessary to reduce barriers and enable access to ambitious learning.

Adaptations may include:

- explanations and modelling;
- language and communication;
- task presentation;
- scaffolding;
- questioning;
- resources;
- pace and sequencing;
- practice opportunities;
- grouping;
- classroom environment;
- recording methods;

- assessment approaches;
- opportunities for movement, regulation and sensory access.

Adaptations should be purposeful and proportionate. They should enable pupils to access ambitious learning rather than unnecessarily reducing expectations.

The school will support teachers through professional development, collaboration, SENCO advice and access to relevant specialist expertise.

7. Universal, Targeted and Specialist Provision

Universal provision

Universal provision refers to the inclusive provision ordinarily available to pupils across the school.

This may include:

- clear routines and predictable classroom structures;
- accessible classroom environments;
- explicit vocabulary teaching;
- visual and other communication supports;
- modelling and worked examples;
- chunking and sequencing of learning;
- repetition and retrieval;
- opportunities for movement and regulation;
- flexible use of resources;
- scaffolding and gradual release of responsibility;
- pre-teaching and overlearning where appropriate;
- appropriate technology and assistive resources;
- flexible approaches to recording;
- opportunities for additional practice;
- positive relationships and consistent expectations.

Targeted and specialist provision

Where high-quality adaptive teaching alone does not adequately meet an identified need, additional or different provision may be required.

This may include:

- targeted intervention;
- additional teaching;
- structured practice;
- communication support;
- social or emotional support;
- sensory or physical adaptations;
- specialist equipment;
- additional adult support;
- advice from specialist teachers;
- educational psychology involvement;
- speech and language therapy;
- occupational therapy;
- health or other specialist services.

Provision will be selected according to the pupil's identified needs and intended outcomes.

The school will consider:

- what barrier is being addressed;
- the intended outcome;
- why the provision is appropriate;
- how and by whom it will be delivered;
- how progress will be assessed;
- when its impact will be reviewed.

Where provision is not having the intended impact, the school will consider adapting, replacing or stopping it.

8. Identification and Assessment of SEND

The school uses a range of information to identify pupils who may have SEND. This may include:

- teacher observations;
- assessment and progress information;
- attainment and curriculum information;
- information from parents and carers;
- pupil voice;
- developmental information;
- attendance information;
- behaviour and pastoral information;
- communication and language information;
- specialist assessments;
- information from previous settings;
- information from external professionals.

Identification is an ongoing process rather than a one-off assessment.

Where the school identifies that a pupil may have SEND, it will consider the pupil's strengths and needs and determine whether special educational provision is required. Where the school identifies a pupil as having SEN and is making special educational provision for them, the school will inform the pupil's parents or carers. The school will not delay appropriate support solely because a diagnosis, specialist assessment or external referral has not yet been obtained.

9. Graduated Approach: Assess, Plan, Do, Review

The school follows the graduated approach set out in the SEND Code of Practice.

Assess

The school gathers relevant information about the pupil's strengths, needs, progress and barriers.

Plan

The school identifies outcomes and agrees appropriate provision. Where appropriate, the pupil and parents/carers will contribute to planning.

Do

The agreed provision is implemented, with the class teacher retaining responsibility for the pupil's learning and progress.

Review

The impact of provision is reviewed using appropriate evidence. The school considers what has changed, what has been effective and what should happen next.

The cycle is continuous. Provision may be increased, reduced, adapted or stopped depending on evidence of need and impact.

10. SEND Register and Records

The SEND register is used to support effective identification, communication and provision for pupils receiving SEN Support or who have an EHCP.

Placement on the SEND register is not intended to be a permanent label. The school will review whether a pupil continues to require SEN Support in light of:

- progress;
- response to provision;
- current barriers;
- changing needs;
- information from parents and professionals.

A pupil may leave the SEND register where evidence indicates that they no longer require special educational provision beyond that ordinarily available.

Oak Green School will maintain appropriate SEND records in accordance with statutory requirements, data protection legislation and school procedures.

Relevant SEND information will be transferred securely when a pupil moves between classes, phases or schools, in accordance with statutory requirements and safeguarding and data protection arrangements.

11. Curriculum, Access and Reasonable Adjustments

Oak Green School provides a broad, balanced and ambitious curriculum for all pupils.

Pupils with SEND should have access to the curriculum alongside their peers wherever reasonably possible.

Curriculum adaptations may include:

- changes to presentation;
- adapted resources;
- additional explanation;
- visual support;
- alternative recording methods;
- additional practice;
- technology or assistive equipment;
- changes to task structure;
- sensory or environmental adjustments;
- appropriate adult support.

The school recognises its responsibilities under the Equality Act 2010.

Where a pupil is disabled, the school will consider and make reasonable adjustments to avoid disabled pupils being placed at a substantial disadvantage compared with non-disabled pupils.

Reasonable adjustments may relate to:

- the physical environment;
- communication;
- teaching and learning;

- assessment;
- routines;
- activities;
- school events;
- trips and visits;
- access to wider school opportunities.

Adjustments will be considered on an individual basis.

12. Teaching Assistants and Support Staff

Teaching assistants and other support staff make an important contribution to inclusion. Their role is to support access to high-quality teaching and promote pupil independence.

Support should, where appropriate:

- enable participation;
- reinforce teaching;
- support communication;
- facilitate independence;
- provide carefully targeted additional practice;
- support regulation;
- collect useful information about progress and need.

Adult support should not unnecessarily create dependence or prevent pupils from developing independence and agency. Teachers remain responsible for planning, teaching and assessing pupils in their classes.

13. Pupil Voice and Partnership with Parents and Carers

Oak Green School recognises pupils as active participants in decisions about their education.

The school will seek to understand pupils':

- strengths;
- interests;
- aspirations;
- experiences;
- views about barriers;
- preferred ways of learning;
- views about support;
- views about what helps them feel safe, included and successful.

Parents and carers are also important partners in supporting children with SEND.

They will be involved, as appropriate, in:

- identifying concerns;
- understanding assessment information;
- planning provision;
- reviewing progress;
- considering referrals;
- contributing to EHC needs assessments;
- EHCP annual reviews;
- transition planning.

The school will aim to communicate clearly, respectfully and in a timely manner. Where families require support to engage with SEND processes, the school will consider reasonable adjustments and signpost relevant support.

14. Education, Health and Care Plans

Where a pupil has an EHCP, the school will use the plan to inform provision and support the pupil to work towards the outcomes identified within it.

The school will:

- deliver the provision specified in the EHCP within the school's responsibilities;
- monitor progress towards outcomes;
- work with parents/carers and the pupil;
- liaise with relevant professionals;
- contribute to annual reviews;
- identify concerns about provision or outcomes;
- request an early review where circumstances require this.

An EHCP does not remove the need for high-quality teaching or ongoing assessment.

Annual reviews will be person-centred and will consider:

- progress towards outcomes;
- the pupil's views;
- parental views;
- current needs;
- effectiveness of provision;
- progress and attainment;
- changes in circumstances;
- future aspirations;
- whether amendments to the plan are required.

The school will work with Buckinghamshire Council and relevant professionals in accordance with statutory requirements.

15. Additional Resourced Provision (ARP)

Oak Green School has an Additional Resourced Provision (ARP) for pupils with autism/social communication needs. The ARP forms part of the school's wider inclusive community.

Pupils accessing the ARP will receive specialist support appropriate to their individual needs while being supported to participate meaningfully in the wider life of the school.

The ARP will work closely with mainstream staff to promote consistency, understanding and inclusion.

16. Inclusion Beyond the Classroom

Inclusion applies to the whole school experience.

The school will seek to enable pupils with SEND to participate in:

- assemblies;
- playtimes;
- lunchtimes;
- school trips;
- residential or extended activities where applicable;
- clubs;
- sporting opportunities;
- performances;
- celebrations;
- enrichment;
- leadership opportunities;
- wider community activities.

Risk assessments and reasonable adjustments will be used where necessary to support safe and meaningful participation.

17. Areas of SEND and Provision

Communication and Interaction

The school recognises that communication needs can affect learning, relationships, independence and participation.

Provision may include:

- explicit vocabulary teaching;
- visual supports;
- modelling;
- structured communication;
- opportunities to rehearse language;
- communication-friendly environments;
- targeted intervention;
- specialist advice.

The school will work with speech and language therapists and other professionals where appropriate.

Cognition and Learning

Pupils may experience difficulties with areas including English, Mathematics, memory, processing, attention, working memory, organisation or general learning. The school will respond through high-quality teaching, appropriate adaptation, targeted teaching and specialist advice where required.

Intervention will be linked to identified needs and monitored for impact.

Social, Emotional and Mental Health

Oak Green School recognises the relationship between emotional wellbeing, relationships, regulation and learning.

Support may include:

- nurturing relationships;
- predictable routines;
- emotional literacy;
- regulation support;
- pastoral support;
- targeted intervention;

- support with relationships and social understanding;
- appropriate external agency involvement.

The school considers the wider context of a pupil's experience and avoids interpreting behaviour in isolation from underlying need or circumstances.

Sensory and Physical Needs

The school will make appropriate adjustments for pupils with sensory or physical needs.

This may include:

- environmental adaptations;
- specialist equipment;
- seating arrangements;
- sensory adjustments;
- physical access arrangements;
- personal care arrangements;
- assistive technology;
- advice from specialist services.

The school will work with parents/carers and relevant professionals to identify appropriate support.

18. Attendance, Behaviour and Safeguarding

Attendance

The school recognises that SEND may interact with attendance difficulties. Where attendance is a concern, the school will seek to understand the underlying barriers and consider whether adjustments or additional support are required. Attendance concerns will be addressed in accordance with the school's Attendance Policy and relevant statutory guidance.

Behaviour

The school recognises that behaviour may communicate unmet need, difficulty with regulation, communication barriers, anxiety or other underlying factors.

Where a pupil with SEND experiences behavioural difficulties, the school will consider:

- the context in which behaviour occurs;

- communication needs;
- sensory needs;
- emotional regulation;
- learning difficulties;
- environmental factors;
- relationships;
- changes in routine;
- whether reasonable adjustments are required.

This does not remove expectations for safe and respectful behaviour. Responses will be consistent with the school's Behaviour Policy and relevant statutory guidance.

Safeguarding

Safeguarding is the responsibility of all staff.

Pupils with SEND can be particularly vulnerable to some safeguarding risks. The school will ensure that safeguarding systems take account of individual communication, developmental, sensory and physical needs. Safeguarding concerns will be managed through the school's Child Protection and Safeguarding Policy.

19. Transition

The school will support pupils with SEND during transitions, including:

- entry into Nursery or school;
- movement between year groups;
- changes of teacher;
- movement between mainstream and specialist provision where appropriate;
- transition to secondary school;
- transition following changes in placement.

Transition planning will be proportionate to need and may include:

- information sharing;

- additional visits;
- visual preparation;
- pupil involvement;
- parent/carer involvement;
- liaison between staff;
- specialist professional advice.

20. External Agencies

The school works with external agencies where their involvement is appropriate to understanding or meeting a pupil's needs.

This may include:

- Buckinghamshire Educational Psychology Service;
- Specialist Teaching Service;
- Speech and Language Therapy;
- Occupational Therapy;
- CAMHS;
- Community Paediatrics;
- health professionals;
- social care;
- early help services;
- other specialist services.

External advice will be considered alongside the school's own assessment, professional judgement and the views of pupils and families.

21. Staff Training and Development

The school is committed to developing staff expertise in SEND and inclusive practice.

Training may include:

- adaptive teaching;
- communication and language;
- autism and social communication;
- cognition and learning;
- social, emotional and mental health;
- sensory and physical needs;
- safeguarding;
- reasonable adjustments;
- assistive technology;
- specific interventions or approaches;
- advice from specialist services.

Professional development will be informed by pupil need, school priorities, staff development needs and emerging evidence.

22. Roles and Responsibilities

Governing Body

The governing body has oversight of the school's SEND arrangements and will:

- ensure that appropriate SEND arrangements are in place;
- monitor the effectiveness of SEND provision;
- ensure that statutory duties are understood and discharged;
- ensure that the school has appropriate resources and leadership;
- receive appropriate information about SEND.

Headteacher and Senior Leaders

Senior leaders will:

- promote an inclusive ethos;
- ensure SEND is considered within whole-school improvement;
- support the SENCO;
- ensure staff receive appropriate training;
- monitor the quality and impact of SEND provision;
- ensure appropriate resources are deployed.

SENCO

The SENCO will have responsibility for the day-to-day operation of the school's SEND policy and coordination of SEND provision.

This includes:

- coordinating the graduated approach;
- advising teachers and support staff;
- supporting identification and assessment;
- coordinating SEND records;
- supporting the development of effective provision;
- working with pupils and parents/carers;
- liaising with external professionals;
- supporting staff development;
- contributing to EHCP processes and annual reviews;
- supporting transition;
- advising senior leaders and governors;
- promoting inclusive practice;
- working with the ARP and wider school team;

- ensuring relevant SEND information is appropriately recorded and communicated.

The SENCO does not hold sole responsibility for the education or progress of pupils with SEND.

Class Teachers

Class teachers remain responsible and accountable for the learning, progress and inclusion of pupils in their classes, including pupils with SEND.

Teachers will:

- know pupils' needs;
- provide high-quality adaptive teaching;
- implement agreed provision;
- monitor progress;
- communicate with parents/carers;
- contribute to assessment and review;
- seek SEND advice where required.

Teaching Assistants and Support Staff

Support staff will:

- implement agreed provision;
- support access and independence;
- contribute to assessment and review;
- communicate relevant observations to teachers;
- maintain appropriate professional boundaries and confidentiality.

Parents, Carers and Pupils

Parents and carers are encouraged to:

- share relevant information about their child;
- contribute to assessment and planning;
- communicate concerns;

- work collaboratively with school;
- contribute to reviews and transition planning.

Pupils will be supported to:

- express their views;
- understand their strengths and needs where appropriate;
- contribute to decisions about support;
- develop independence and self-advocacy.

23. Funding and Deployment of Resources

The school will use available resources to meet pupils' needs effectively and equitably.

Resources may include:

- staffing;
- specialist equipment;
- training;
- interventions;
- environmental adaptations;
- external specialist advice.

Funding arrangements will operate in accordance with current Buckinghamshire Council and national requirements.

24. Monitoring, Evaluation and Accountability

The effectiveness of SEND provision will be evaluated through a range of evidence, including:

- pupil progress;
- attainment;
- participation;

- attendance;
- behaviour and wellbeing information;
- pupil and parent voice;
- teacher assessment;
- provision reviews;
- intervention outcomes;
- external professional feedback;
- SEND register information;
- quality assurance and observation.

The school will consider not only whether provision has been delivered, but whether it has made a meaningful difference to the pupil.

SEND will form part of the school's wider leadership, improvement and governance arrangements.

25. Relationship with the SEN Information Report

This policy sets out Oak Green School's overall approach to SEND and inclusion.

The school's SEN Information Report provides the detailed information required by legislation about how the school implements its SEN arrangements.

The SEN Information Report will be:

- published on the school website;
- reviewed and updated at least annually;
- updated during the year where relevant information changes;
- written in clear and accessible language.

26. Accessibility, Equality and Related Policies

This policy should be read alongside the school's:

- Accessibility Plan;
- Behaviour Policy;
- Attendance Policy;
- Safeguarding and Child Protection Policy;
- Teaching and Learning Policy;
- Medical Policy;
- Complaints Policy.

The school will ensure that its SEND arrangements support its wider duties under the Equality Act 2010.

27. Complaints

The school encourages parents and carers to raise concerns at the earliest opportunity so that they can be addressed collaboratively. Where concerns cannot be resolved informally, the school's Complaints and Resolutions Procedure will apply.

Parents and carers may also access relevant Buckinghamshire Council SEND information, including the Local Offer and information about SEND support and disagreement resolution.

28. Review of the Policy

This policy will be reviewed in accordance with the school's policy review cycle and sooner where there are significant changes to legislation, statutory guidance, national SEND arrangements or the school's provision. The school will ensure that changes in statutory requirements are reflected in its SEND arrangements and related published information. This policy describes how Oak Green School fulfils its statutory duties in relation to pupils with SEND. The statutory requirement for schools to publish detailed information about the implementation of their SEN arrangements is met through the school's SEN Information Report.