



Oakthorpe Special Educational Needs and Disability Policy (SEND)

September 23

Adopted by the Governing Body Teaching and Learning Committee

Date: 13th October 2023

Signed Chair of Committee: J. Kromidias

Headteacher: Mrs J Garrad

To be reviewed: Annually

Oakthorpe Special Educational Needs and Disability Policy (SEND)

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)

SECTION 1: ETHOS

The SENCo for Oakthorpe Primary school is Mrs. Sandra Sefer. She can be contacted on 0208 887 7386 or office@oakthorpe.enfield.sch.uk

All policies referred to in this document can be easily accessed from our school website www.oakthorpe.enfield.sch.uk Copies are also available via the school office.

Oakthorpe SEN Information Report is available on the school website and details our approach to identifying, assessing and making provision for pupils with SEN and for the admission of disabled pupils This is a key document to be read alongside this policy.

Mrs. Sefer is a member of the Senior Leadership Team.

We believe that all children need to feel safe, happy and valued at school in order to learn, progress and develop their well-being. Relationships are the key to the success of inclusion. Our staff are committed to ensuring the above and work closely together with parents and professionals to ensure the best outcomes for our children.

Oakthorpe Primary School is a happy and welcoming environment.

Our teachers are responsible for the progress, attainment and well-being of all children, including those with SEN and disabilities.

It is important to note that this policy was developed over a number of months together with parents of children with SEN and disabilities and is reviewed annually with parents.

Parents and stake holders can access this policy via our school website and copies are available in the office. Consultation took place with the Staff and Governors used the NASEN guidelines to compliance with the SEND code of practice, 0 – 25.

Oakthorpe Primary school currently has 409 pupils on roll, aged four to eleven years old.

SECTION 2: AIMS

At Oakthorpe Primary School we strive for excellence and want all our children to:

- Participate wholly in their community
- Be prepared for life after school and develop the skills necessary for adulthood

- Attain the highest standards they can and make excellent progress in their learning and well being
- Be confident individuals and responsible citizens.

We aim to help children achieve this by:

- Joint working with parents
- Being positive
- Celebrating / involving children in everything
- Providing an ethos of trust and support
- Having high standards and expectations
- Taking a creative and personal approach

Our overriding priority is to ensure that we give all children the opportunity to succeed and enjoy learning.

OBJECTIVES

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance, provide in the SEND Code of Practice, 2014
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Coordinator (SENCO) who will work with the SEN Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

At Oakthorpe we have a clear approach to identifying and responding to SEN. Early help: we aim to identify need at the earliest point and then making effective provision to improve long-term outcomes for the child.

The definition of special educational needs remains ‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age’.

We also consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so consider what reasonable adjustments may need to be made for them.

The code of practice has four broad categories:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

We recognise that children are individuals and that their needs may overlap categories.

We recognise that children may have additional needs that are NOT SEN but may impact on progress and attainment, including:

- Disability (the Code of Practice outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

We recognise that identifying behaviour as a need is not an acceptable way of describing SEN. Any concerns relating to a child or young person's behaviour should be described as an underlying response to a need which we aim to recognise and identify clearly alongside their parents.

SECTION 4: A GRADUATED APPROACH TO SEN SUPPORT

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014.

This SEN policy details how, at Oakthorpe, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will support our teachers to identify and provide for those pupils with special educational needs, allowing them to join in school activities together with pupils who do not have special educational needs.

1. Early identification and assessment / Early Help

Provision for children with special educational needs is a matter for the whole school. The governing body, the head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

Children are assessed on entry to the school in order to build on the patterns of learning and experience already established during the child's pre-school years. If a child already has an identified special educational need, the class teacher and SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning

2. Children for whom English is not their first language

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether any difficulties are due to being in the early stages of English or arises from special educational needs.

3. Whole school provision

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. We regularly review the quality of teaching for all pupils, including those at risk of underachievement. On-going training and support enables teaching staff to develop their understanding of strategies to identify and support vulnerable pupils.

4. Assess - plan- do - review cycle

Assess:

Following the raising of a concern that a child may have a special educational need, the class teacher, parent and SEN team consider all of the information gathered from within the school and home about the pupil's progress, alongside national data and expectations of progress. This may include more specialised assessments from external agencies and professionals.

Our initial starting point includes an early discussion with the pupil and their parents. These early discussions with parents help us develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

Parents will then be told about the Local offer and signposted to the website in order to ensure they are fully informed.

Plan

When planning any additional provision, we start with the key skills and abilities we want the child to develop (outcomes for the child). This includes looking at expected progress and attainment and the views and wishes of the pupil and their parents. This should then help determine the support that is needed and whether it can be provided by adapting the school's normal curriculum or whether something different or additional is required.

All teachers and support staff who work with the pupil will then be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do

The support plan will identify outcomes plus any provision needed to meet these outcomes. When deciding the nature of the provision, care will be taken to ensure that we take time to develop an understanding of how best the individual child learns as well as their feelings. Provision / support could be delivered in the main class, small group or on an individual basis. For some children this may be a combination of all three.

In all cases the Class teacher remains responsible for ensuring the progress and well-being of all children in their class. Examples of evidence of progress made may be seen in pupils' work, questionnaires, observations, conversation records, photographs and the school's tracking systems.

Review

Where it is decided that a pupil does have SEN, parents will be involved in creating a **Learning Support Plan (LSP)** to support their child's area of need.

We review all **Learning Support Plans (LSPs)** formally with parents, three times per year during the autumn, spring and summer term. The **summer** term review takes the form of a transition review in order to support the child and family moving to their new class or school in September. Outcomes are kept under regular review to ensure that they are:

Smart

Measurable

Achievable

Realistic

Time bound

Parents will have the opportunity to help devise ways to support their child at home.

At all subsequent review meetings, a child's outcomes will be reviewed to see if the provision in place is appropriate to ensure that the desired outcomes can be met.

Parental and child co production

The 2014 SEN code of practice describes true joint working between pupil, parents, families and professionals as 'co production'. This is when parents and children are involved from the outset in decisions that involve them and they are enabled to shape the outcomes and provision.

Our school SEN information report on the website outlines our rationale and day to day approach to delivering this policy.

Action taken should a child fail to make expected progress

Where, despite relevant and purposeful action to identify, assess and meet the SEN of the child over time, they still have not made expected progress or met their outcomes, the school or parents should consider requesting an Education, Health and Care needs assessment. More information can be found on the website www.enfield.gov.uk/SEND

Additional support/engaging specialist services

Children who have Speech and Language needs identified on their Education, Health and Care Plan (EHCP) receive an allocation of visits over the year from the Speech and Language Therapist. This supports the assessment and provision of support for pupils.

Children for whom there are speech and language concerns who meet the criteria set out by Enfield Speech and Language Therapy Services for referral; can be referred to the Speech and Language Therapy service. The referral is completed by the SENCo, Speech and Language Lead, Parents and Class teacher together. They may be offered an assessment visit followed by a program and aims for school and home to follow. They will then be discharged from the service.

Once a referral has been received, professionals may:

1. Meet directly with parents
2. Meet/observe children
3. Assess children
4. Meet school staff
5. Provide suggestions, advice or a program for school staff to deliver

Specialist external services we can access when extra help is needed (subject to referral criteria)

- Educational Psychologist Service – hours are purchased each year when we require additional advice
- Speech and Language Service
- Child and Adolescent Mental Health Service
- Enfield Young Carers Service
- School nurse
- Social Care
- Specialist hospital nurses
- Down's Syndrome network
- Blanche Neville teachers for the hearing impaired
- EASA: Russet House specialist advice service for children with an Autistic Spectrum Condition or social communication difficulties
- Referrals for advice and training from the outreach services from Enfield special schools
- MyMe (My Mental health Enfield/MHST) Mental Health in schools Team

SECTION 6: SUPPORTING PUPILS AND FAMILIES

Mrs. Jacqui Sesto is our Parent Support Advisor who can be contacted via the school office. Mrs. Sesto works closely with our SENCO as well as other agencies, and is happy to meet parents should they have any queries or concerns regarding their child. For more information regarding how Parent Support Advisors support families at Oakthorpe, please collect an information leaflet from the school office.

Parents are also made aware of the Enfield Local Offer, which can be found at:

www.enfield.gov.uk/SEND

A copy of this is available at the office. Parents are also made aware of the school SEN information report which can be accessed via the school website. A copy is also available from

the school office.

Admissions

Our school admission arrangements are in line with Enfield Community School Policy. This can be found at: www.enfield.gov.uk/admissions

Access to exam arrangements

Mrs. Wood is the Deputy Head with responsibility for access arrangements for school exams and SATS. Please contact her via the office for further information should you require it.

Transitions

We take great care to ensure successful transitions for children with SEND. Meetings are held during the summer term when staff share information with new teachers and draw up a transition plan.

Pupils with medical conditions

Our school policy and guidelines for supporting children with medical conditions can be found on the school website www.oakthorpe.enfield.sch.uk A copy is available at the office.

SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

If a child has medical needs, school staff will endeavor to access training and advice from the relevant professionals. Our policy regarding supporting children with medical needs explains in detail the arrangements for ensuring that the very minimum disruption to their education takes place. School staff, supported by parents and professionals, will draw up a Health Care Plan which will be updated annually, or more frequently should there be a change in circumstances.

Parents are encouraged to make an appointment to speak to Mrs. Sesto or Mrs. Sefer should they want to discuss their child's medical needs. Ongoing medical needs can be discussed with Mrs. Hamza.

SECTION 8: MONITORING AND EVALUATION OF SEND

The SEND policy and School Information Report should be a document which reflects our families and children. It will be regularly updated as the need arises, as well as being available for Parents to comment and review.

Staff, parents, children and professionals contribute towards this process through:

- Evaluating and tracking attainment and progress
- Parent and pupil questionnaires
- Pupil discussions and circle times

- Parent forums, coffee mornings (we meet every half term and you are welcome to join us – please contact Mrs. Sesto in the office)
- Observations and looking at pupil's books
- Feedback from visitors and professionals
- Staff and Governor meetings
- External audits and accreditations

In this way we can continually monitor, evaluate and review our provision for all pupils. This enables us to make changes to improve outcomes for all pupils.

SECTION 9: TRAINING AND RESOURCES

The Local Authority sets the annual SEN budget for the school. Additional money may be allocated on a child's Education, Health and Care Plan and the school also purchases additional funding to support children with SEND. This year we have continued to buy Speech Therapy and Educational Psychology time.

Staff training has a high profile at Oakthorpe to ensure we are best placed to respond to individual children's needs. All staff attend training (in house and external) to support children in their class. The school has held the Inclusion Quality Mark (IQM) Flagship Award for many years, following successful annual reviews.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENCO regularly attends the LA SENCO network meetings in order to keep up to date with local and national updates in SEND.

SECTION 10: ROLES AND RESPONSIBILITIES

The Governor with SEND responsibility is Reshma Chandrani. Reshma meets termly with the SENCo to evaluate the provision and achievement of pupils with SEND.

Oakthorpe has a team of dedicated staff (Teaching Assistants and SEND Teaching and Learning Support Assistants) who support children with SEND. Those with a specific SEND responsibility are line managed by Mrs. Sefer.

Mrs. Sefer is the designated teacher for Looked after Children and Previously Looked after Children.

Mrs. Sefer has responsibility for making the arrangements to meet the needs of pupils with medical needs, whilst Mrs. Hamza has the day to day welfare care of children with medical needs.

SECTION 11: STORING AND MANAGING INFORMATION

Our data protection policy is available via our school website. This policy details the arrangements for the confidential management of information. The Designated Data Controllers at Oakthorpe are the Head teacher, the Business Manager and the Admin Officer.

SECTION 12: REVIEWING THE POLICY

This policy is kept under constant review to ensure it is compliant with statutory requirements and recommended best practice. The SEND working party have the task of looking at specific sections throughout the year as well as responding to any specific queries from parents, children or professionals. It will be reviewed as a complete document annually.

SECTION 13: ACCESSIBILITY

Statutory Responsibilities

A copy of the school Accessibility plan is available on the school website and from the office.

SECTION 14: DEALING WITH COMPLAINTS

A copy of the school Complaints Policy is available on the school website and is also available in the office. This document also outlines the arrangement regarding the Governors complaints panel.

SECTION 15: BULLYING

A copy of the school Anti bullying policy is available on the school website and is also available in the school office. This document acknowledges the need for staff and parents to be aware of the particular vulnerability of children with SEND and the importance of promoting and respecting individual differences as well as safeguarding children with SEND.

We believe that Oakthorpe Primary School is a welcoming and inclusive school where children can celebrate all their achievements and talents and where all pupils can learn new things and enjoy school alongside their peers.

Anyone wishing to discuss any information contained in this policy or to join our SEND working Party should contact Mrs. Sefer on 0208 887 7386 or via the school office.