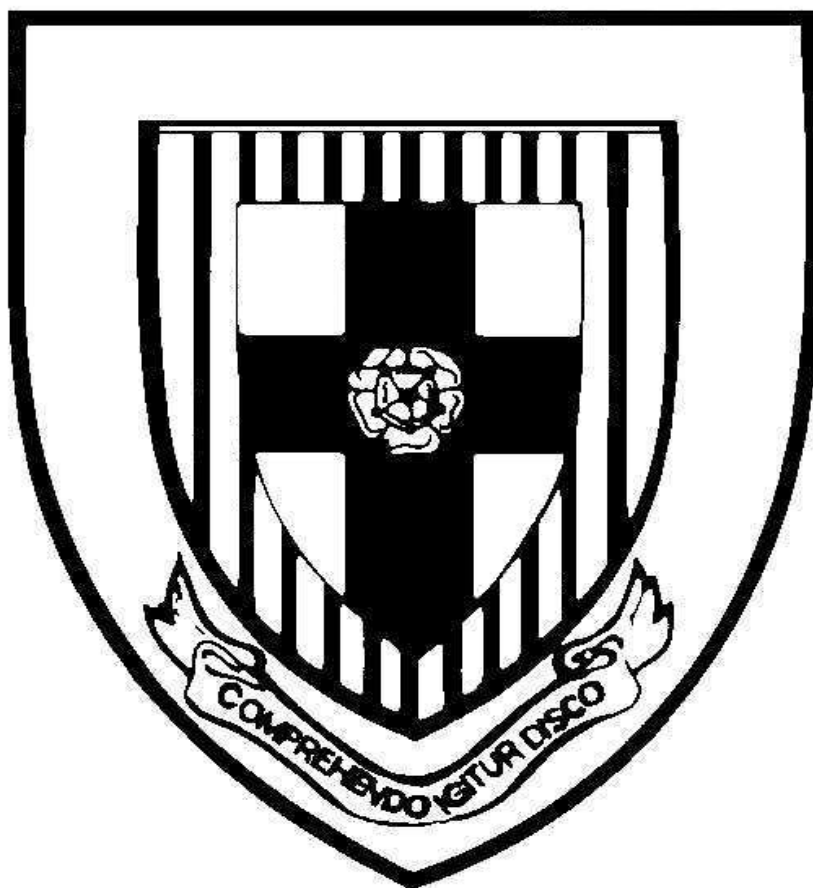


Oak Cottage Primary School



SEND POLICY

November 2023

Special Educational Needs and Disability (SEND) Policy

This Special Educational Needs and Disability Policy should be read in conjunction with Oak Cottage Primary School's Local Offer (also called the SEN Information Report) and our Accessibility plan.

In Solihull, all schools are encouraged to provide appropriate support for those children with special educational needs and disabilities (SEND) who live in their area. At Oak Cottage Primary School, we support all children to achieve well throughout their school life.

Every pupil with SEN and disability in this inclusive school has an entitlement to fulfil his/her potential.

This is achieved by ensuring the health and well-being of all pupils as well as supporting them to make academic progress. We work in partnership with parents and carers, other schools, the local community and external support services and providers.

These outcomes are embraced in every aspect of school life; personalised teaching and learning approaches; access to technology across the curriculum; flexible learning pathways and out of hours learning activities; support for emotional well-being; flexible timetables; assessment systems that engage pupils in having a say about their progress and additional provision.

We work in partnership with the child, their parents and carers, our governing body, other schools, the local community and external agencies to provide the very best care and education for our most vulnerable children.

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability Code of Practice: 0-25 years (September 2014) and has been written with reference to the following guidance and documents:

- Children and Families Act 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding policy
- Accessibility plan
- Teachers' Standards 2012
- NASEN guidance

This policy was created by the school's Inclusion Manager, alongside the SEND Governor and the Head Teacher. It has been shared with staff and the governors.

The role of the SENCO at Oak Cottage Primary School is taken by the Inclusion Manager who can be contacted through the school office on 0121 704 9123 or by email office@oak-cottage.solihull.sch.uk

Special Educational Needs and Disability (SEND) Policy

At Oak Cottage Primary School, we subscribe to the belief that 'all children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training'. (SEND Code of Practice 2014)

Oak Cottage Primary School is a friendly, community school that is ambitious for all of its pupils and offers a rich and exciting curriculum that will stimulate children to become lifelong learners. We encourage pupils to be curious about the world around them, motivated to be the best that they can be and responsible for their actions. We aim to develop happy, confident individuals who have their own opinions, enjoy coming to school and achieve to the best of their ability. We work in partnership with parents and the wider school community to mould and inspire active, resilient and caring citizens of the future who have a respect for the people around them and make a positive contribution.

We are committed to providing an inclusive, appropriate and high quality education for all of the children in our care. We believe that all children, including those identified as having 'special educational needs or a disability' have an entitlement to a broad and balanced curriculum and should be included in every aspect of school life.

This policy will be implemented by all of the staff at Oak Cottage Primary school and the Inclusion Manager will oversee the application of the policy and the management and strategic development of SEND provision.

Every teacher at Oak Cottage Primary School is a teacher of every child including those with SEND.

Aims of objectives of this SEND policy

- (1) To provide all pupils with access to a broad and balanced curriculum. This includes the National Curriculum, in line with the Special Educational Needs Code of Practice;
- (2) To ensure that the special educational needs / additional needs of pupils are identified, assessed and provided for as early as possible;
- (3) To provide a Special Educational Needs Co-ordinator (SENCO) who will enforce the SEND Policy and identify the roles and responsibilities of staff in supporting children's special educational needs;
- (4) To provide a differentiated curriculum appropriate to the individual's needs and abilities and remove any barriers to learning through a personalised programme;
- (5) To ensure that our inclusive ethos enables children and young people with SEND to achieve their potential, engaging in the full range of activities offered by the school alongside pupils who do not have SEND;
- (6) To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development;
- (7) To promote effective partnerships with the Local Authority and outside agencies, including health professionals, to ensure that a multi – agency approach enables us to meet the needs of our most vulnerable learners;
- (8) To work in partnership with parents/carers by requesting, monitoring and responding to their views and ensuring they are kept fully informed of their child's progress and attainment;
- (9) To work in partnership with our children by requesting, monitoring and responding to their views and ensuring that they are involved, wherever possible, in the decisions made which will affect their future SEND provision.

What are special educational needs (SEN) and what is a disability (D)?

Oak Cottage Primary School utilise the definitions for SEN and for disability as seen in the SEND Code of Practice (2014). This states:-

*“SEN: A child or young person has special educational needs if he or she has a learning difficulty or a 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.*

*Disability: Many children and young people who have SEN may 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 includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer.”*

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Identification of SEND

How does our school know if children have special educational needs and need extra help?

We know children need help if:-

- Concerns are raised by parents/carers, teachers or the child’s previous school or setting, or from information from the Local Authority or outside support agencies regarding a child’s level of progress or inclusion.
- Whole school tracking of outcomes indicates concern about progress or general well-being. Pupil progress review meetings are held on a termly basis between class teachers and the Head teacher and the Head then discusses under performance and potential SEND issues with the Inclusion Manager.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need as described in the Code of Practice for SEND:-
 1. Communication and interaction
 2. Cognition and learning
 3. Social, emotional and mental health
 4. Sensory and / or physical
- A pupil might make a comment during the lesson or ask an adult for additional support, which, when investigated or if repeated over time, can suggest a SEND area of need.

What should a parent do if they think their child may have special educational needs?

If parents have concerns relating to their child’s learning then they should discuss these, initially with the child’s class teacher. This may then result in a referral to the school Inclusion Manager who can be contacted through the school office (0121 704 9123). All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision made by our school.

Please refer to the School’s Local Offer (SEN Information report) for more information.

The kinds of special educational needs and disabilities for which provision is made at our school

Children and young people with SEND have different needs, but all children with SEND are welcomed at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at this school. Please refer to the School's Local Offer (SEN Information report) for more information on the kinds of SEND for which provision is made at our school.

For children with an Education, Health and Care Plan (EHCP), parents have the right to request a particular school and the Local Authority must comply with that preference and name the school or college in the Education, Health and Care Plan **unless**:-

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the Local Authority will send a consultation document along with a copy of the EHCP and then consider our responses regarding our ability to meet need before a final decision on placement is made. In addition, the Local Authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs are best met in specialist provision.

How will the school support a child with SEND?

Quality First Teaching is expected from all staff at Oak Cottage Primary School and we ensure that class teachers have the highest possible expectations for all of our children. Our curriculum is inclusive and varied, activities are differentiated and personalised to meet the diverse needs of our learners. The starting point is the child's prior knowledge and understanding and we make adjustments to our teaching methods to address differing learning styles.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in school and increase their access to the taught curriculum.

The quality of classroom teaching and provision made for pupils with SEND is monitored through a number of processes that include:-

- Classroom observations by the Senior Leadership Team, subject leaders, the Inclusion Manager and external agencies;
- Ongoing assessment of progress made by pupils with SEND;
- Work sampling and scrutiny of planning to ensure effective matching of work to pupil need;
- Regular teacher meetings with the Inclusion Manager to provide advice and guidance on meeting the needs of pupils with SEND;
- Termly IEP Review meetings between teaching staff, the Inclusion Manager, parents and the pupil to discuss the effectiveness of interventions and assess progress on targets;
- Pupil and parental questionnaires are carried out every year to canvas views on a range of different issues including SEND provision;

- A named SEND Governor meets with the Inclusion Manager termly to monitor the school's application of the Code of Practice;
- Attendance and behaviour records.

All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these and are asked to comment on their child's progress towards achieving the targets.

Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class teacher and the Head teacher. The Head teacher then meets with the Inclusion Manager to discuss under performing and vulnerable children in order to plan provision.

Additional interventions to increase the rate of progress and overcome barriers to learning will then be identified and recorded. These will be in addition to a differentiated curriculum and the Inclusion Manager will discuss strategies with the class teacher, Teaching Assistants (TAs) and Learning Support Assistants (LSAs).

If we consider at this stage that special educational provision is required, we will contact parents to discuss this and, with permission, the child will be listed on the SEND register.

(Children may have special educational needs either throughout or at any time during their school career. Some children make huge progress and there is no longer a gap between the pace of their learning or their progress compared to that of their peers. Where this is the case, in consultation with the child, their parents and the class teacher, the Inclusion Manager can remove them from the SEN register and close their IEP.)

The Graduated Response for children requiring 'SEN Support' will follow an 'assess, plan, do and review' model:

1. **Assess:** Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil, will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the Inclusion Manager.
3. **Do:** SEN Support will be recorded on an Individual Education Plan (IEP). Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing assessment statements into finely graded steps and targets, we ensure that children experience success. All children at 'SEN Support' and with an EHC Plan have an IEP and this will reflect parents' aspirations for their child. Parents and the pupil (where appropriate) will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil (where appropriate).

As a result of the review process we may decide to involve outside agencies for specialist support.

The range of agencies that come into school can be found in the school's Local Offer (SEN information report).

The school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.

For a very small percentage of pupils, whose needs are significant and complex and the support required to meet their needs cannot be provided from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being created.

How will the curriculum be matched to each child's needs?

Teachers gather information from a range of different assessments before planning differentiated tasks which will facilitate the progress of every pupil in the class.

When a pupil has been identified as having special educational needs and disabilities (SEND), the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.

These adaptations may include strategies suggested by the Inclusion Manager and/or external agencies for specialist support.

In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

How will parents know how their child is doing?

Oak Cottage has an 'open door' policy and parents can contact the school to make an appointment to discuss their child's progress or their concerns at any point. However, parents with children identified as having SEND are formally invited into school three times a year to review their child's progress and provision in respect of their Individual Education Plan (IEP) targets. At these meetings, parents have the opportunity to speak with the Inclusion Manager and, where possible, the class teacher and relevant support staff and/ or specialist teaching staff.

Alongside this, parents of all children receive an annual report in July which gives an overview of the child's progress within the classroom across the whole curriculum.

All parents are encouraged to comment and feedback on their child's targets for reading, writing and maths.

How will parents be helped to support their child's learning?

The school website can be found at www.oak-cottage.solihull.sch.uk and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. In addition, the year group pages, half termly newsletters and homework grids share the curriculum content and identify learning opportunities to be explored at home.

The class teacher and Inclusion Manager will also suggest additional ways that parents can support their child's learning as part of the IEP. Specialist teachers often give recommendations that can be followed both at school and at home, when they write reports, following an assessment.

The school organises a number of parent workshops during the year. These are advertised in the school newsletters and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.

We are always happy to suggest ways in which parents can further support their child in order to develop their skills outside school. Parents with concerns regarding children who may have additional needs are invited to contact the Inclusion Manager.

What support will there be for children's overall well-being?

Oak Cottage offers a wide variety of pastoral support for children. These include:-

*An evaluated Personal, Social, Health and Economic (PSHE) curriculum (Jigsaw) that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.

*The school has gained 'Healthy School status' which evidences the work undertaken within the school to support pupils' well-being and mental health.

*Oak Cottage's Child and Family Support Worker may provide individual interventions for children who are having difficulties with their social, emotional and mental health (SEMH).

*The school participates in the Local Authority/Exeter University Health Related Behaviour Questionnaire and information from the results of this help us to improve support for children.

*For information about pupils with medical needs please refer to the Medicines in Schools Policy.

How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities, as far as possible.
- The school ensures it has sufficient staff expertise to guarantee that no child with SEND is excluded from any school provided activity.

How accessible is the school environment?

The following adaptations have been made to the school environment:-

- Disabled parking spot marked
- All external steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- Hand rails have been installed for the access ramps and staircases
- One toilet has been adapted to ensure accessibility for visitors with a disability
- Sinks have been adapted to provide push button taps and a lower level position
- The nursery building is fully accessible

Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information and this is available via the school website.

How will the school prepare/support my child when moving classes or joining or transferring to a new school?

A number of strategies are in place to enable effective transition for all pupils. These include:-

On entry:

- A planned induction programme is delivered in the summer term to support transfer for pupils starting school in September
- Parents/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine
- The FKS teachers and if necessary, the Inclusion Manager meet with new parents whose children are already known to have a SEND in order to discuss concerns and make plans regarding additional arrangements and interventions which will need to be in place prior to entry
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns
- If the child is already involved with a specialist teacher (for example Early Years Team) they will provide inclusion advice and sometimes an Individual Support Practitioner to support the first few days in school
- Staff may attend meetings in previous settings to gain as much information as possible
- A child will sometimes have extra 'induction' visits with or without their parent or a support teacher to familiarise themselves with the setting
- Some children benefit from a photo book which can be used over the holiday to remind the child what to expect

Transition to the next school:

Oak Cottage children move on to a range of different secondary schools, depending on their parents' choice.

In addition to the transition process offered to all children, those identified as having a SEND may;

- *Have additional visits in the summer term in a small group to their secondary school;
- *Create a photobook to remind them of key people, places with a familiar member of staff;
- *In the summer term the Inclusion Manager will speak with the SENCO of the new school so that information may be shared. All records, reports and recommendations are sent on to the relevant secondary school or taken in person by the Inclusion Manager.

Transferring to the next class:

In addition to the transition process offered for all children, those identified with SEND may;

- *Spend time in their new classroom each week during the summer term;
- *Teaching assistants may 'swap' so they can get to know the child in their current classroom environment;
- * Create a photobook to be shared with parents over the summer holidays for familiarisation of the new classroom environment and staffing;
- *Parents are introduced to the new class teacher in September.

Transferring to a new school within the primary years:

Some children move house which requires them to move school. For children with EHC Plans and therefore complex needs Oak Cottage Primary School would endeavour to support the child's transition to a new setting through a series of transition visits over a period of time, where possible. A meeting with staff from the new setting would be convened and information shared. Records may be sent over or taken in person to the new school by the Inclusion Manager.

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:-

- (1) A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
- (2) The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- (3) For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authority's High Needs SEN Funding allocation. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. The range of support offered is identified on the Individual Education Plan and the EHC Plan itself. These target the broad areas of need:-
 - Cognition and learning
 - Social, emotional and mental health
 - Communication and interaction
 - Sensory and/or physical

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class teacher and / or the Inclusion Manager.

How is the decision made about how much support each child will receive?

- For pupils with SEN but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the Head teacher, the Inclusion Manager, class teachers and parents.
- For pupils with an EHCP, this decision will be reached in agreement with the Local Authority and parents when the EHCP is being produced or at an annual review.

How will I be involved in discussions about and planning for my child's education?

This will be through:-

- discussions with the class teacher or Inclusion Manager;
- during Parents' Evenings
- during termly review and progress meetings;
- during meetings with support and external agencies.

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:-

- Your child's class teacher
- The Inclusion Manager
- The Head teacher

For any complaints, please refer to the school complaints procedure which can be found on the school website or contact the SEND School Governor via the school office.

Support Services for parents of pupils with SEND include:

Our Child and Family Support Worker is available to discuss problems that are impacting the children, whether these be related to home or school. She can also signpost parents to a wider range of support networks in Solihull that are relevant to the needs of the family.

SENDIAS offer independent advice and support to parents and carers of all children and young people with SEND. They can offer support to parents whose children are being assessed for an EHCP.

<http://www.family-action.org.uk/solihullsendias> Contact: Hazel Clarke, Sans Souci, Tanworth Lane, Shirley, Solihull, B90 4DD. Telephone: 0121 516 5173 Email: solihullsendias@family-action.org.uk

SEN Mediation Service – Solihull (provided by KIDS)- SEN Mediation is a statutory service to help parents or young people resolve disagreements about Education, Health and Care (EHC) needs assessments and plans. Parents and young people can use mediation before deciding whether to

appeal to the SEND Tribunal about decisions of an assessment or the SEN element of an EHC plan. Information on this free service is located here www.kids.org.uk/Event/sen-mediation-service-solihull

Tribunal – Parents and carers can appeal to the Government's SEND tribunal if they disagree with the Local Authority's decision about their child's special educational needs. They can also appeal to the tribunal if the school or council has discriminated against their disabled child. Information on this process is available here www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability

Solihull Local Authority's Local Offer can be found here <http://socialsolihull.org.uk/localoffer/>

The impact of COVID on SEND provision

The COVID 19 global pandemic has disrupted the education of all children and particularly vulnerable children and those with SEND. As a school, we have endeavoured to continue to meet the individual needs of those children on the SEND register as closely as possible. The Inclusion Manager made telephone calls to the families of the most vulnerable children on a weekly basis during the first lockdown. During subsequent lockdowns, school closures and partial reopenings, we strongly encouraged the attendance of all of our children with an EHC Plan and the most vulnerable of those on the SEND register, within our Key Worker provision. Extra support was also offered to class teachers on how to meet individual needs through their remote learning offer and bespoke activities were offered to vulnerable individuals.

There is no doubt that school closures have impacted the academic progress and overall wellbeing of all of the children and now that we are back to full time schooling, we will seek to deploy all of the resources at our disposal to address the needs of our children. These might be needs that were already in existence and have been exacerbated by the situation or more recent needs that have arisen as a result of the disruption. Referrals to external agencies for assessments, diagnoses and support have also been severely disrupted and this has impacted our ability to meet needs. We are now welcoming our external partners back into school and seeking their advice on the best possible provision for our children. The staff at Oak Cottage are committed to supporting all of the children in their bid to 'catch up' on lost learning and continue to make progress and none more so than our children with SEND. Careful assessments have been made, intervention programmes are in place and reviews of progress are ongoing.

**This policy will be reviewed every three years and was ratified by the Governing Body on:
15th November 2023.**

The Special Educational Needs and Disability Regulations 2014

Schedule 1: Information to be included in the SEN information report – in Solihull this is also known as the school's SEN Offer.

1. The kinds of special educational needs for which provision is made at the school.
2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.
3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including:-
 - (a) how the school evaluates the effectiveness of its provision for such pupils;
 - (b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;
 - (c) the school's approach to teaching pupils with special educational needs;
 - (d) how the school adapts the curriculum and learning environment for pupils with special educational needs;
 - (e) additional support for learning that is available to pupils with special educational needs;
 - (f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and
 - (g) support that is available for improving the emotional, mental and social development of pupils with special educational needs.
4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN Coordinator.
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.
7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.
8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at 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 special educational needs and in supporting the families of such pupils.
11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with Section 32. (Section 32 refers to the Local Authority's duty to provide information on mediation).
12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.
13. Information on where the Local Authority's local offer is published.

Glossary

(A glossary of terms is also included in the appendices of the SEND Code of Practice)

DfE:	Department for Education
EHCP:	Education, Health and Care Plan
LA:	Local Authority
SEN:	Special Educational Needs
SEND:	Special Educational Needs and/or Disability
SENCO:	Special Educational Needs Coordinator
SENDIAS:	Special Educational Needs and Disability Information, Advice and Support
SISS:	Specialist Inclusion Support Service
SENTAA:	Special Educational Needs Teaching Assessment and Advice
ASD:	Autistic Spectrum Disorder
SEMH:	Social Emotional and Mental Health
OT:	Occupational Therapy
SALT:	Speech and Language Therapy