



**Oakwood Junior School**

**Special Educational Needs and Disability Policy**

*'Every child is a learner and can achieve'*



Written by:	Mrs Fray
Approved by:	Governing Body
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We as a school consider our equality duties under the Equality act 2010. The general duties are to:

- Eliminate discrimination,
- Advance equality of opportunity
- Foster good relations

This policy understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

## **Special Educational Needs and Disability Policy**

### **March 2025**



At Oakwood Junior School, we follow The SEN Code of Practice.

This was first published on the 11th June 2014 and came into force in September 2014. The Code of Practice was last updated on the 30th April 2020 due to the Coronavirus Pandemic. It can be viewed here:

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

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website: [www.education.gov/schools/pupilsupport/sen](http://www.education.gov/schools/pupilsupport/sen)

One significant change arising from the reforms is that the Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new, Education Health Care Plan (EHCP). These plans are being supported by an Education, Health and Care Plan Pathway.

The Education, Health and Care (EHC) Pathway describes the process of assessment and planning for any child or young person who has, or may have, special educational needs which are long term, complex and require additional support to access the educational opportunities available from schools.

### **Definition of Special Educational Needs**

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made. The SEN Code of Practice says children have a learning difficulty or disability which calls for special educational provision to be made if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools in the LA.

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

### **Aims and Objectives**

Oakwood Junior's Special Educational Needs and Disabilities (SEND) Policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND including the SEN Code of Practice

To support this our school will:

- Support and make provision for pupils with special educational needs and disabilities
- Provide pupils with SEND equal opportunities to access all aspects of school life
- Help pupils with SEND fulfil their aspirations and achieve their best
- Help pupils with SEND become confident individuals living fulfilling lives
- Help pupils with SEND make a successful transition into secondary education
- Communicate with pupils with SEND and their Parents/Carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their Parents/Carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

### **Vision and Values**

The vision for our children at Oakwood Junior School is to become kind and respectful citizens. Our children will flourish in an ever-changing world, choosing their pathways and unlocking opportunities for their future.

Our vision statement is inclusive of all, including our children special educational needs: ‘Every child is a learner and can achieve’. We strive to provide our children with a high quality education and experiences that supports and develops the whole child. We are committed to providing opportunities that enable all children to achieve and experience success every day that will not only ensure they are secondary ready, but ready for life in what will be their modern day Britain.

At Oakwood Junior School, our curriculum vision is to develop our children’s positivity, resilience, safety and aspirations; knowledge and understanding of the wider world and vocabulary. Personal Development takes centre-stage in our curriculum and we are committed that every child will get opportunities to access a range of activities that will enable them to progress.

**Legislation and Guidance**

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities’ and schools’ responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school’s duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school’s responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don’t share it
- The [Governance Handbook](#), which sets out governors’/trustees’ responsibilities for pupils with SEND

**Inclusion and Equal Opportunities**

At Oakwood Junior School we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that all pupils are equally included in all aspects of school life.

**The Four Areas of Need**

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil’s particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and Interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>

Cognition and Learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, Emotional and Mental Health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or Physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> <li>• Sensory processing disorder</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

### **Specialist SEND Provision**

At Oakwood, we maintain SEND registers which identifies children who have SEND support plans. We also maintain a monitoring register for those children are vulnerable to SEND, and are being monitored by teaching staff and the SENCO.

The number of children identified as having SEND, changes termly, as a result of the Pupil Progress cycle. During this term the SEND register is updated.

### **Roles and Responsibilities**

#### **The SENCO**

**The SENCO at our school is Deputy Headteacher: Mrs Fray. We also have a SEND teacher – Mr Brown, an Autism Advocate – Ms Carter and Pastoral Lead – Mr Stone.**

The SENCO will:

- Inform any Parents/Carers that their child may have SEN and then liaise with them about the pupil's needs and any provision made

- Provide professional guidance to colleagues and liaise with staff, Parents/Carers, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the approach to providing SEN support and adaptive teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution, make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the head teacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate via a SEND register, and a monitoring register
- Identify specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- Regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review the school's SEN information report and any updates to this policy

### **The SEND Governor**

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the head teacher and SENCO to determine the strategic development of the SEND policy and provision in the school

### **The Head Teacher**

The head teacher will:

- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- With the SENCO advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, identify any staff CPD needs regarding SEND
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

### **Class Teachers**

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to students needs
- The progress and development of every pupil they teach
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Working alongside external professionals following advice and ensuring implementation of programmes including; Speech and Language; Educational Psychologist; Occupational Therapist; Visual Impairment support and Behaviour Support.
- Communicating with parents regularly to:  
Set clear outcomes and review progress towards them  
Discuss the activities and support that will help achieve the set outcomes

### **Parents and/or Carers**

Parents/Carers should inform the school if they have any concerns about their child's progress or development. Parents/Carers will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to annual reviews to review the provision that is in place for their child if they have an EHCP
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given a report on the pupil's progress once a year with discussion at Parents/Carers evenings (at least twice a year)

The school will take into account the views of the Parents/Carers in any decisions made about the pupil.

Parents / carers will be given regular opportunities to access SEND workshops and 'drop-ins' where they can discuss any SEND issue with other parents and professionals e.g. Compass, Behaviour Support etc.

### **Evaluating the Effectiveness of SEN Provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress through Boxall Profiles and PIVATS\* (Performance Indicators for Valued Assessment and Targeted Learning) which enables small steps of progress to be monitored
- Monitoring and Evaluation: learning walks, observation and scrutiny
- Using pupil questionnaires/pupil voice
- Holding annual reviews for pupils with EHC plans
- Listening to feedback from parents
- Working with the Local Authority SEND department and reviewing provision for the children

\* PIVATS is used to track the attainment of those children whose progress cannot be identified on the school's tracking system. All pupils at Oakwood Junior School have the right to receive an education of the highest quality which is appropriate to their needs and aptitudes. They will achieve their full potential, regardless of special educational needs or disabilities, social or other contextual factors - and their achievements will be recognised and celebrated. PIVATS enables Oakwood Junior School staff to assess small steps of attainment, set challenging PLP (Personalised Learning Plan) targets which are then monitored by the class teacher and the SENCO.

### **Expertise and training of staff**

All staff will receive training to ensure that they have the skills necessary to support the needs of our school community. Staff receive training on various aspects of SEND to enable appropriate provision to be put in place.

Through performance management and in line with whole school improvement and changing needs, senior leaders will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Staff are fully supported and encouraged to attend networks within the trust and wider local authority to share best practice and work collaboratively with colleagues for a city/trust wide approach.

**A graduated approach:**

Quality first teaching is the primary approach for supporting all children in school.

(a) Any children who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and age-related expectations will be monitored.

(b) Once a child has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

(c) The child's class teacher will take steps to provide differentiated learning opportunities and scaffolds that will aid the child's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

(d) The SENCO will be consulted as needed for support and advice and may wish to observe the child in class.

(e) Through (b) and (d) it can be determined which level of provision the child will need going forward.

(f) If a child has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.

(g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

(h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the schools SEND list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.

(i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

The support provided in school, for children with SEND, consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables the identification of those interventions which are the most effective in supporting the child to achieve good progress and outcomes.

**Assess:**

This involves clearly analysing the child's needs using the class teachers assessment and experience of working with the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and

experience of parents. The child's views and where relevant, advice from external support services will also be considered. As a school, we strongly believe in 'pupil voice' and listening to the child's views on areas they find more difficult and what would support them further. Any parental concerns will be noted and compared with the school's information and assessment data on how the child is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

**Plan:**

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date from review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the child, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/ approaches that are being employed and the outcomes that are being sought.

**Do:**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class. They will work closely with teaching assistant and or specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the child's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

**Review:**

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of support and interventions. It will also take account of the views of the child and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the child's progress and development making any necessary amendments going forward, in consultation with parents and the child. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

**Access to the curriculum, information and associated services:**

Every effort will be made to educate children with SEND alongside their peers in a mainstream classroom setting through 'Quality First Teaching'. Where this is not possible, the SEND team will consult with the child's parents for other flexible arrangements to be made.

Children with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual. This will be carried out through the following:

- Keeping staff fully informed of the special educational needs of any children including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching.
- Making use of all class facilities and space.
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated and scaffolded where necessary.
- Making sure that individual or group support is available where it is felt that children would benefit from this provision.
- Setting appropriate individual targets that motivate children to do their best, and celebrating achievements at all levels.
- Class provision maps identify children who need additional support and ways this will be provided

### **Links with External Professional Agencies and transition**

The school recognises that it will not be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- School nurse
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- COMPASS
- Alternative Provision and Behaviour Support Consultant

The school is a part of the Odyssey Collaborative Trust; our SENCO works closely with the SENCOS from other schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

### **Transition**

The SENCO will co-ordinate and oversee transition into different educational settings and ensure that the provision is appropriate to children's individual needs. The SENCO will ensure liaison between staff members and SEND teams within school to ensure that the provision is individualised where needed. This may include:

- Transition planning meeting with staff from the current school, future placement and parents
- Additional visits
- Personalised transition plan
- Sharing of information

### **Complaints About SEND Provision**

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher and then the SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, Parents/Carers are welcome to submit their complaint formally.

Formal complaints about SEND provision at Oakwood Junior School should be made to the Head Teacher. Please request a copy of the Complaints Procedure from the School Office.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services, or require any independent information or advice in our local area, you may wish to seek advice from SENDIASS. You can request mediation by contacting <https://derbysendiass.org.uk/>

### **Monitoring and Evaluation Arrangements**

#### **Evaluating the Effectiveness of the Policy and the success of provision**

In order to make consistent continuous progress in relation of SEND provision the school encourages feedback from staff, parents and children throughout the year. This may be through:

- Pupil Progress meetings
- Discussions at parents meetings
- Review meetings with the child and any other professionals working with the child
- Appraisal meetings with teachers and support staff

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

The Governing Body delegates responsibility to the Headteacher for the evaluation of the success of the educational provision. This is done in the following ways:

- The Curriculum Framework for Key Stage 2 ensures that the requirements of the National Curriculum are planned for and fulfilled.

- Short-term plans state the differentiated/ scaffolded approach which will be used in order to provide for effectively meeting individual needs.
- Each child's SEND Support Plan identifies SMART targets which are reviewed on an on-ongoing basis and amendments are made. A formal review and evaluation takes place quarterly and a new plan is formulated. The evaluation of the Support Plan provides information on a child's rate of progress, current strengths and future needs.
- At SEND support and above the views from outside agencies are also considered as part of the SEND Support Plan review process.
- Pupil exclusions and attendance are considered as part of the evaluation process.

Pupil progress will provide evidence for the success of the SEN policy and this will be analysed carefully through:

- Consideration of each child's success in meeting personal targets.
- Use of standardised tests.
- Evidence generated from review meetings.
- Through PIVATS/ Boxall assessment.

In evaluating the success of this policy, the school will consider the views of children, parents and teachers. There is an annual formal evaluation of the effectiveness of the school SEN provision and policy.

The evaluation is carried out by the SENCO and Headteacher/SEN governor and information is gathered from different sources such as child and parent surveys, teacher and staff surveys, parents evenings, consultation evenings and SEND Support Plan reviews.

This will be collated and the evidence collected will help inform school development and improvement planning.

### **The SEND Local Offer**

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and / or disabilities and their families. It describes the services and provision that are available both to those families in Derby City that have an Education, Health and Care Plan and those that do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Information about Derby City's SEND Local Offer can be found at:

[Derby's SEND Local Offer - Derby City Council](#)

Or on Facebook: [www.facebook.com/DCCLocalOffer/](https://www.facebook.com/DCCLocalOffer/)

### **Links with Other Policies and Documents**

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Safeguarding policy
- Complaints policy