OAKLEY INFANT SCHOOL
SPECIAL EDUCATION NEEDS AND DISABILITIES POLICY
Strive, thrive and achieve together
Article 29- I have the right to an education.

1. Introduction

School SENCo: Jennie Clarke
SEN Governor: Kayleigh Rodbard
Contact: adminoffice@oakley-inf.hants.sch.uk

Oakley Infant School celebrates successes achievements, and cultural diversity, irrespective of individual differences working within the UN Convention on the Rights of the Child. All members of the school community take a pride in making a positive contribution to the school and the wider community.
Every teacher at Oakley Infant School is a teacher of every child including those with SEN.

This Policy has been developed through consultation with school stakeholders and reflects the SEND Code of Practice 0 -25 guidance.

Aim

At Oakley Infant School, all children, including those with SEN, share the entitlement to access a broad and balanced curriculum, which embraces the Early Years Foundation Stage or National Curriculum, including extra-curricular activities. The school aims to raise the achievement of all children, including those with SEN.

Objectives

- To work within the guidance provided in the SEND Code of Practice, 2014
- To monitor the progress of all children to facilitate the early identification of the needs of children with SEN.
- To make appropriate provision to overcome all barriers to learning and ensure children with SEN have full access to the National Curriculum
- To work with parents to support their children
- To work with and in support of outside agencies who are supporting children with SEN
- To provide support and advice for all staff working with special educational needs children
- Create a school environment where children can contribute to their own learning
- To operate a "whole child, whole school" approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEN Inclusion Policy

SECTION 2 - Identifying Special Educational Needs and Disabilities
Definition of SEN:
'A child has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to children of the same age.'
(Special Educational Needs and Disability Code of Practice, 2014 p.6.15)

The SEND Code of Practice, 2014 describes the 4 broad categories of need;

- Communication and Interaction
- Cognition and Learning
- Social, mental and Emotional Health
- Sensory and/or Physical Needs

Note that:

- Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a child being registered as having SEN.
- Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a child being recorded as having SEN.
- Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.
- Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

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 provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. At Oakley Infant School the needs of children are identified by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

The following may have an impact on progress and attainment but are not SEN
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Child Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Describing behaviour as a need is no longer an acceptable way of describing SEN, any concerns relating to a child's behaviour should be described as an underlying response to a need which will be recognised and identified by staff through thorough knowledge of the child.

SECTION 3 - A graduated approach to SEN support

Quality First Teaching
All children receive high quality first teaching in the classroom from the class teacher supported by a teaching assistant.
a) Any children who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored.
b) Once a child has been identified as possibly having difficulties or learning needs 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 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. These may be recorded on a white Learning Support Plan (LSP) a copy of which will be given to the parent and a copy signed by parent and child will be kept in school.
d) The SENCo will be consulted as needed for support and advice and may wish to observe the child in class.
e) Through monitoring and consultation with the SENCo the level of provision the child will need going forward can be determined.
f) A child who has recently been removed from the SEN register will also be at this first stage of quality first teaching 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 recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents' evenings.

i) Child Progress meetings, Learning Support reviews and Parent evenings are used to monitor and assess the progress being made by children.

SEN Support

Where it is determined that a child does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a child with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided 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 teacher's 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. We assess each child's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

The child's views and where relevant, advice from external support services may also be considered. 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 external support staff are already involved their work will help inform the assessment of need. 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 for 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. The plan will be recorded on a green Learning Support Plan a copy of which will be given to the parent and a copy signed by parent and child will be kept in school.

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 teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and make 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 of a child's progress will be made regularly as part of classroom planning for teaching and learning and at least half termly as part of the SENCo Learning Support review. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the child and where necessary their parents. The class teacher, in conjunction with the teaching assistant and SENCo where necessary 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. LSP's will be updated regularly as part of this review process.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.
The application for an Education, Health and Care Plans will combine information from a variety of sources including:
· Parents
· Teachers
· SENCo
· Social Care
· Health professionals
Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

SECTION 4 - Managing child's needs on the SEN register

- The SENCo will hold and maintain the SEN register.
- Learning Support Plans (LSP) will be written by the class teacher, supported by the SENCo. The targets on the LSP are based on collaboration between all the parties involved i.e. Teacher and Teaching Assistant, SENCo, specialist advice, the parent and where appropriate the child, Targets are:
    - **S**pecific
    - **M**easurable
    - **A**chievable
    - **R**elevant
    - **T**ime limited
- The class teacher and teaching assistant will collect and record evidence of progress according to the outcomes described on the plan.
- Learning Support Plans will be reviewed by the SENCo approximately half termly but may be updated sooner if the outcomes have been achieved.
- The cost of engaging additional support and specialist services is monitored by the Headteacher and Governors.

SECTION 5 - Criteria for exiting the SEN register

When a child is making expected progress, and is no longer identified as needing additional and extra support, a review of the child's progress will take place to confirm progress, including consulting parents and they will be taken off the SEN register, then all records will be kept until the child leaves the school (and passed on to the next setting). The child will continue to be monitored through the schools monitoring procedures, such as child progress meetings. If it is felt that the child requires additional assistance then the procedures set out in this policy will be followed.

SECTION 6 supporting children and families

The school SEN Information report is available to parents on the website.
This details the SEN provision at Oakley Infant School including contacts with other agencies and a link to Hampshire County Council's Local Offer and more information on SEN.

Working with Parents:

We believe that parents know their children best and that working with parents as partners is vital in helping children and young people with SEN get the most out of their education.
At Oakley Infant School parents are involved and supported through:

- Review meetings that follow the 'Structured Conversation' format for more complex SEN children or on request or when appropriate for other children on the SEN Register
- Parents' evenings
- Acting as voluntary helpers
- Organised training courses for parents
- Developing an 'open door' ethos towards parents which welcomes and values their views
- SEN staff available to meet/speak with parents.
- Sharing information about their child
- Opportunities to contribute to policies and procedures through parent forums or working groups.
- Parent Support Advisor (PSA) available to talk to parents at home or in school

Working with Children:

It is important to listen to and act upon what children say about their needs and what sort of help they would like. We recognise that 'Every child has the right to have a say in all matters affecting them, and to have their views taken seriously' *Article 12 UN Convention on the Rights of the Child.*

At Oakley Infant School children are involved and supported through:

- Setting their targets, where appropriate
- Enabling children to express their feelings about how their needs are being met in curriculum time and outside of this.
- Ensuring that the views of the child are sought and recorded in reports produced by both the school and other agencies where appropriate
- Encouraging children to become involved in the wider life of the school
- Encouraging child voice through the School Council and focus groups
- Planning carefully for transition from class to class and between schools
- Opportunities to talk to adults in the school including the School ELSA (Emotional Literacy Support Assistant)

.

SECTION 7 - Supporting children at school with medical conditions

Oakley Infant School recognises that children 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 a statement, or 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.

Details on Admission arrangements and managing the Medical Conditions of Childs can be found on the school website.

SECTION 8 - Monitoring and evaluation of SEN

SEN at Oakley Infant School is monitored by the SLT and the SEN Governor. The quality of provision offered all children is evaluated through monitoring of teaching and learning and children's progress for all children and specifically for identified groups including those with SEN, Audits of provision and monitoring of the impact of interventions and provision, sampling of parent views, children's views and staff views also enable the Leadership team to assess the SEN provision in the school. The Curriculum Committee/Governing Body monitor SEN through reports from the named SEN Governor and SENCo/Headteacher. Regular evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all children.

SECTION 9 - Training and resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all children, all staff are encouraged to undertake training and development. We recognise the need to train all our staff on SEN issues and have funding available to support this professional development. All teachers and support staff undertake induction on taking up a post and this includes explaining the systems and structures in place around the school's SEN provision and practice, and to discuss the needs of individual children where appropriate or relevant.

Training needs across the school are identified as part of the School Improvement Plan priorities and through individual performance management interviews. School staff are kept up to date with relevant training in relation to the needs of children with SEN through staff meetings, school training days and relevant external courses.

The school's SENCo regularly attends the Local Authority SEN briefings and the SENCo and Teaching Assistants attend the SEN network meetings to keep up to date with local and national updates in SEN.

SECTION 10 - Roles and responsibilities

Role of SENCo:

In collaboration with the Headteacher and governing body, the SENCo oversees the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND. The SENCo provides relevant professional guidance to colleagues with the aim of securing high- quality teaching for children with SEN. Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and

setting targets, the SENCo develops effective ways of overcoming barriers to learning and sustaining effective teaching. The SENCo liaises and collaborates with class teachers so that learning for children with SEND is given equal priority.
Specific duties include:
• Overseeing the day-to-day operation of the SEN policy
• Coordinating provision for SEND pupils and reporting on progress
• Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review
• Monitoring relevant SEND professional development for all staff
• Managing teaching assistants
• Overseeing the records of all children with special educational needs and ensuring they are up to date
• Liaising with parents/carers of children with SEN
• Being a point of contact with external agencies
• Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
• Monitoring the impact of interventions provided for pupils with SEND
• To lead on the development of high quality SEND provision
• Ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

Role of SEN Governor:
This governor has delegated responsibility to oversee the SEN provision in the school and will together with the Headteacher as the responsible person report to the Curriculum Committee as the Committee responsibility for SEN and in turn the Governing Body.
Specific duties include:

- ensure that there is a qualified teacher designated as special educational needs co-ordinator (SENCo) for the school. A newly appointed SENCo must be a qualified teacher and, where they have not previously been the SENCo at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment;
- ensure the school has arrangements in place to support children with medical conditions (section 100 Children and Families Act 2014). The responsible person is the Headteacher;
- ensure the school produce and publish online its School SEN Information Report in accordance with section 69 of the Children and Families Act 2014 and cooperates with the local authority in developing the local offer;
- ensure the school takes account of the 'SEND Code of Practice' when carrying out their duties towards all children with SEN;
- ensure the school uses their best endeavours to confirm that the necessary special education provision is made for any child who has SEN;
- oversee the school procedures to notify parents when special educational provision is being made for their child, because it is considered that he or she has SEN;
- oversee school procedures to make sure that teachers in the school are aware of the importance of identifying children who have SEN, are aware of children with specific SEN and are providing appropriate teaching;
- ensure that staff working with children have received appropriate training and this training is kept current;
- ensure that children with SEN join in the everyday activities of the school together with children without SEN, as far as is compatible with them receiving the necessary special educational provision; the provision of efficient education for all other children; and the efficient use of resources;
- ensure the school has appropriate resources for SEN and evaluate the deployment of resources to verify value for money;
- monitor the impact of the school's provision on the progress of children with SEN;
- review external monitoring reports on SEN practice;
- access training on issues involving SEN;
- review annually the school's policy, procedures and approach to meeting children and young people's SEN, including those with and without SEN statements or Education, Health and Care (EHC) plans.

Role of teaching assistants – line managed by Jennie Clarke – SENCo
Teaching assistants are integral to the successful learning of all children. They are highly skilled and are recognised as playing an important role in the school. Some teaching assistants have specific roles or areas of expertise.
Specific duties include:

- to work under the direction of the class teacher who is ultimately responsible for the children's learning;
- to support the teacher to meet the needs of individuals or groups of children with SEN, including those with a Statement of SEN or EHC plan either 1-1, in a group or as part of the whole class.
- to deliver specific intervention programmes to identified children and report to the teacher and/or SENCo regarding the progress of these programmes;
- to liaise with outside agencies where required;
- to work with teacher and/or SENCo to plan, deliver, monitor and review school Learning Support Plans (LSPs) and where appropriate should contribute to Annual Reviews.

DSL with responsibility for Safeguarding: Jennie Clarke, Cassie Fawcett, Katherine Russell
Designated Teacher with responsibility for Looked After Children (LAC): Jennie Clarke
Person responsible for PPG/LAC funding: Jennie Clarke
Person responsible for managing schools responsibility for meeting medical needs of children: Jennie Clarke

SECTION 11 - Storing and managing information
Please refer to the School's Data Protection Policy available on the school website or from the school office.

SECTION 12 - Reviewing the policy
The policy will be reviewed annually by the Governing Body.

SECTION 13 - Accessibility
Please refer to the School's Accessibility plan available on the school website or from the school office.

SECTION 14 - Dealing with complaints
Parents having worries about their child's progress or provision should discuss their concerns with the child's class teacher and/or SENCo. If parents are not satisfied following such discussions, the matter should be discussed with the Headteacher who will follow the School Complaints Procedure. The Complaints policy and procedure is available on the school website or from the school office.

SECTION 15 - Bullying
Please refer to the School's Anti-Bullying Policy available on the school website or from the school office.

Approved by	Full Governing Body	Autumn 2026
Review		Autumn 2027