



Last Review:	July 2021
Committee:	CC
Date Ratified:	08/07/2021
Next Review:	July 2022

OLDFIELD SCHOOL
Special Educational Needs and Disabilities Policy

1. Purpose

1.1 The purpose of this policy is to ensure that the statutory requirements of the Children and Families Act of 2014 and the Special Educational Needs and Disability (SEND) 0 – 25 Code of Practice are in place at Oldfield School. Beyond that, this policy exists in order to ensure that all students who do have special educational needs and/or disabilities have those needs addressed efficiently and effectively.

1.2 This policy complies with the statutory requirement set out in the SEND Code of Practice 0 - 25 (2014), section 3.65, and has been written with reference to the following guidance and key documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0 – 25 (2014)
- Schools SEND Information Report Regulations
- Statutory guidance on ‘supporting pupils at school with medical conditions’ (2014)
- Statutory exclusions guidance (2017)
- Children and Families Act (2014)
- Reasonable adjustments for disabled pupils (2012):
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)
- Safeguarding and Child Protection policy
- Teaching and Learning policy
- Behaviour for Learning policy
- Accessibility Plan

1.3 The school aims to:

- offer equal access to students, according to their needs, across a broad and balanced curriculum;
- identify and meet the special educational needs of individual students;
- inform all relevant parties of students’ needs;
- maximise students’ potential and raise confidence, expectations and self-esteem;
- ensure the Equalities Act 2010 duties for students with disabilities are met;
- to implement the graduated approach to meeting the needs of students using the Assess, Plan, Do and Review process (see **Appendix 3**)

2. Content

2.1 This policy refers to the statutory definition of “special educational needs” i.e. “Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority” (SEND CODE OF Practice 2014).

2.2 Students have additional educational needs if they have a learning difficulty or disability which calls for special education provision to be made for them.

2.3 The SEND Code of Practice identifies four broad areas of educational need (AEN):

- **Communication & interaction** - Students and young people with SEN may have difficulties in one or more of the areas of speech, language and communication. These children and young people need help to develop their linguistic competence in order to support their thinking, as well as their communication skills. Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.
- **Cognition & learning** - Students and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts.
- **Social, emotional and mental health difficulties** – For some students, difficulties in their emotional and social development, can mean that they require additional and different provision in order for them to achieve. Children and young people who have difficulties with their emotional and social development may have undeveloped social skills and may struggle to make and sustain healthy relationships. This has a direct impact on their ability to access the school curriculum.
- **Sensory and/or physical needs** - There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Many children and young people require minor adaptations to the curriculum or the physical environment.

2.4 The provision of all four areas of need are detailed in the Provision Map that is published alongside the SEND policy (see **Appendix 2**)

2.5 Children have a *learning difficulty* if they:

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

2.6 Children have Social Emotional Mental Health difficulties if they;

- may have problems of mood (anxiety or depression), problems of conduct (oppositional defiance and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained;

- have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour;
- may have recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) attachment disorder, pervasive development disorder, an anxiety disorder, or, more rarely, schizophrenia or bipolar disorder;
- may have a diagnosed mental health condition such as attachment disorder, Post Traumatic Stress Disorder, high anxiety.

2.7 Students who have a learning or SEMH difficulty are placed on the appropriate level on the Special Educational Needs and Disabilities (SEND) Register. This policy sets out the procedures for placing a student on the appropriate level of the Register and the support that is provided at each level.

3. The roles and responsibilities of the SENCO and teaching staff is outlined in **Appendix 6**.

4. Identification and assessment procedure:

4.1 Early Concerns

- the progress made by all students is regularly monitored and reviewed. Initially, concerns raised by teachers, parents/carers or other agencies are addressed by appropriate differentiation in the classroom.
- Early intervention to address underlying causes of disruptive behaviour includes an assessment of whether appropriate provision is in place to support any SEN or disability that a student may have.

4.2 How students are identified as SEND;

- the school receives partner school documentation. This information is screened by the Assistant Head: Inclusion, Head of Year and SENCO;
- students identified from baseline assessment data provided by the partner school are screened and placed on the relevant stage on the SEND Register;
- students are referred to the Learning Centre by staff and parents/carers who are concerned that they are not making adequate or the expected progress;
- students are referred to the Learning Centre by staff through the SEND identification procedure (see **Appendix 5**) where they have identified significant concerns in any of the main areas of needs detailed in the SEND code of practice;
- parents/external agencies highlight a physical or sensory problems; external agencies, for example, CAMHS identify an unmet social and emotional mental health difficulties that directly impact on their ability to learn within the classroom.

5. How SEND students are supported:

5.1 The SEND Register – All students identified as SEND are placed on the school’s SEND register. These are stored centrally on SIMS. All students on the SEND register have a personalised pupil passport which identifies their learning needs and provides strategies on how teachers can support them. These are saved on SIMS and in the student’s school file.

5.2 The Wave Model is used to implement support for students (**Appendix 4**). The Wave model is a stepped approach towards supporting students on an individual basis. Each level of the model personalises the amount of support provided.

5.3 Students identified on the SEND register:

- The teacher is asked to differentiate work and adapt or modify their teaching styles in order to support the student for whom there is some concern.
- Group interventions maybe undertaken depending on the level of need.
- If these strategies are not successful, the member of staff refers the student to the SENCO for further advice and assessment.

5.4 **SEND Support:** The following interventions may be delivered based on an individual needs basis;

- regular assistance from the Learning Centre either in class or on a withdrawal basis;
- a support plan put in place with specific strategies and targets. This is based on the graduated approach, assess/plan/do/review. The plan is organised by the SENCO in discussion with the relevant staff, parents, students and outside agencies if appropriate. It is evaluated three times a year. The plan is available to staff on the school intranet;
- provision of a 'time out', 'medical card' or appropriate arrangement according to their needs;
- provision of access arrangements for students who meet the requirements.

6. Education and Health Care Plans (EHCP)

6.1. An application for an Education and Health Care Plan will be made if:

- despite intervention, and best efforts made, the student still continues to make little or no progress in the areas targeted;
- assessments from outside agencies, such as Educational Psychologist and Speech and Language assessment indicate that the student would meet the criteria for an EHCP; or
- a student's circumstance changes significantly warranting an application for a EHCP to be made, for example, being involved in an accident which results in a physical or sensory impairment.

6.2 The school or parents/carers can consider making an application for an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review of interventions will help the Local Authority in determining when this statutory assessment of needs is required.

6.3 Students with an Education and Health Care Plan: sometimes delegated funding is provided by the student's Local Authority. This may be deployed through one or all of the following; in-class or withdrawal support from a teaching assistant, specialist resources, specialist outside agency support.

6.4 All students with an EHCP have a teaching assistant who is their Key Worker; they monitor the student's progress and liaise with staff across the school to ensure the best possible outcomes for the student;

- 6.5 Regular meetings are held in the Learning Centre to discuss the progress, concerns and provision of all students with an EHCP, to ensure the students are fully supported and resources are being used appropriately;
- 6.6 Annual Reviews are conducted with the student, parents/carers, outside agencies, the Key Worker and the SENCO. The Key Worker obtains feedback from staff. The learning needs and teaching provision are assessed to evaluate and monitor success. The outcome of the review is used to consolidate and review targets, arrange new targets and ensure the appropriate resources are being deployed. If appropriate, an application for additional funding is submitted to the authority. When there are concerns over progress between Annual Reviews, an interim or emergency review is arranged. These are held at least every 12 months.
- 6.7 The SENCO organises training for teaching and support staff as required to ensure all staff are aware and able to meet the needs of SEND students.

7. Documentation

- 7.1 All documentation and other related data on individual students on the SEND register is held securely in the Learning Centre office. Information on students on the Disability List or with a Notice of Concern is held on student files.
- 7.2 The SEND Register; Support Plans including, Pupil Passports, Individual Support Plans, Personal Education Plans (PEPs), Medical Action Plans (MAPs) and strategy sheets are available on RM Staff and as attachments in the SEND area on SIMS on the student's individual profile to help support all staff deliver Quality First Teaching.

8. Supporting students with disabilities

- 8.1.1 Some students have a disability under the Equality Act 2012 – 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 and long term health conditions such as asthma, diabetes, epilepsy and cancer. These students are placed on the disability list and reasonable adjustments are made to ensure that they are not disadvantaged.
- 8.1.2 The Children and Families Act 2014 places a duty on schools to make arrangements to support students with medical conditions. Medical Action Plans/ Individual Healthcare Plans will normally specify the type and level of support required to meet the medical needs of such students.
- 8.1.3 Where children and young people also have SEND needs, their provision should be planned and co-ordinated. For those students with an Education, Health and Care Plan (EHCP) this will be used as it brings together health and social care needs, as well as their special educational provision.
- 8.1.4 The school recognises that students 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 Equalities Act 2010.

8.2 **Medical funding.** Applications for medical funding will be requested when an individual student's needs is such that they require significant personalised support to enable them to access the

curriculum so that they have the same experience as all other students.

9. Monitoring

- 9.1 In addition to their progress in class, students on the SEND Register are screened annually to monitor their literacy and numeracy by the Learning Centre.
- 9.2 Students are moved up or down the SEND Register following assessments, according to need, or as a result of outside agency involvement.
- 9.3 Individual Support Plans with strategies and targets are evaluated, reviewed and developed according to student progress in discussion with the SENCO, parents, staff, students and outside agencies if required.

10. Evaluation

- 10.1 The SENCO will review the policy and the procedures regularly. All staff can contribute to these reviews.
- 10.2 The Head teacher (using information provided by the SENCO) provides two reports annually to the Governing Body giving an overview of the provision for students on the SEND register.
- 10.3 The Governing Body will use the criteria below to assess the effectiveness of our SEND provision.
 - interventions for each child are reviewed regularly to assess impact (i.e. progress of each child annually)
 - EHCPs are actioned appropriately and reviews are held within the prescribed time limits
 - SEND provision takes into account the wishes of the student concerned in light of their age and understanding, and the wishes of the parents
 - the school's SEND provision matches the needs of the student
 - the school's delegated funding for EHCP students is used to meet the needs of those students.

Appendix 1

A SUMMARY OF THE THRESHOLD LEVELS

Statement Level / Education and Health Care Plan - A student at this level will be in the process of getting an EHCP or will have a statement of Special Educational Need. This outlines resources, needs and provision for the individual students which are in addition to the support outlined below.

SEND Support - The school issues a Pupil Passport and a Support Plan for each student at this level. The student is placed on the SEND register (K code on SIMS). These plans will outline strategies of support and set short-term targets for the student. The plan is reviewed at least three times a year by staff, parents and students and outside agencies where appropriate.

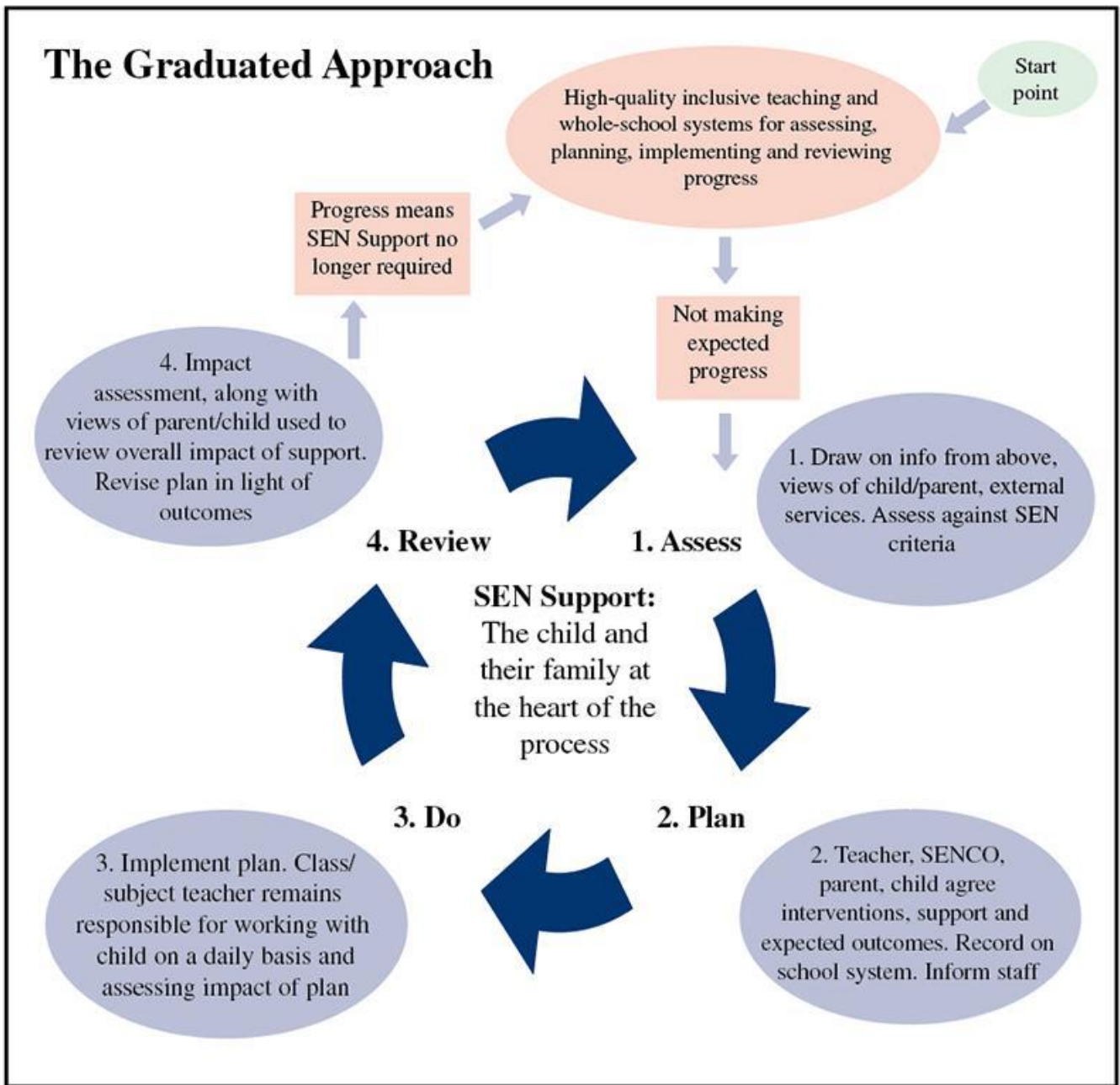
Quality First Teaching (QFT) – Through high quality, differentiated and personalised teaching, the student's needs are met in the classroom. Small adjustments may need to be implemented to ensure the specific student can learn and make progress in line with all students.

Appendix 2 Provision Map

	Provision Disclaimer: Provision is subject to change as the school reviews its provision annually.	SEN Support	SEN and Disabilities
Cognition and Learning	WAVE 1: Promoting Inclusion in the Classroom.	WAVE 2: Additional to / Different From most students.	WAVE 3: Personalised (EHC Plans)
	<p>In Class:</p> <p>Differentiated curriculum planning, activities, delivery and outcomes: Quality First teaching (differentiated teaching to meet the needs of all students)</p> <ul style="list-style-type: none"> • Suitable learning challenges • VAK learning challenges – increased use of visual aids for concepts • Extra time to complete work • Examples and exemplars • Consolidation of key points • Vocabulary lists / word walls / key terms • Metacognition (Transferable skills: “how” to learn) • Writing frames- and the gradual withdrawal of them over KS3 where appropriate • Learning support materials on the intranet shared area and school website • Frequent formative feedback & DIRT tasks • Visual timetables <p>In-class TA support (where available)</p> <p>In-class targeted teacher support / subject report cards</p> <p>Dyslexic friendly classrooms</p> <p>Access to whole school homework club. Targeted towards specific students. Examination revision classes</p> <p>After school and in-school enrichment activities through individual departments</p> <p>Modified curriculum pathways</p> <p>KS4 Study Skills and exam preparation</p> <p>Report Cards, parents’ evenings and routine assessments</p> <p>Inset Training and Support for all staff.</p> <p>Regular drop in session for all staff to support with SpLDs and students</p>	<p>Additional:</p> <p>Support Programmes –progress reviewed according to the graduated four stages of action: “Assess, Plan, Do, Review” cycle.</p> <p>KS3 Literacy Support 1:1, paired and group intervention, requiring withdrawal from tutorial or lesson across the curriculum</p> <p>Online literacy support - Reading plus and LEXIA</p> <p>Numeracy Support 1:1, paired or small group, withdrawn from lessons across the curriculum.</p> <p>In class TA support (where available)</p> <p>Personalised timetable at KS3 as appropriate to need</p> <p>Alternative curriculum at KS4: Alternative accreditation / vocational courses e.g. COPE, DIDA, Entry Level, additional English and Maths.</p> <p>Access arrangements – with and <u>established history of need</u>, supporting data and evidence from teachers</p> <p>Transition support Year 6 and post 16 where applicable</p> <p>Detailed Pupil Passports</p>	<p>Individualised / Personalised Learning.</p> <p>Support Programmes – progress reviewed termly according to the graduated four stages of action: “Assess, Plan, Do, Review” cycle.</p> <p>Small group or 1:1 literacy / numeracy support which can mean a reduced / modified curriculum</p> <p>EP / specialist teacher / outside agencies guidance and advice / SALT where it can be delivered and used to support strategies</p> <p>EHC Plan Outcomes</p> <p>Annual Review meetings and student – SENCO / Key Worker meetings throughout the year</p> <p>Open conversation as part of the EHC Plan / multiagency plan process</p> <p>Support in accordance with school based decisions by the head teacher and SLT</p> <p>Personalised timetable as appropriate to need and as a result of school based decision</p> <p>Use of the school learning centre base and inclusion area for planned interventions</p> <p>Exam access arrangements</p> <p>Transition: Year 6 visits and additional home-school contact</p> <p>Transition: post 16 additional visits to providers. Liaise with post 16 providers.</p> <p>Focused in-class TA support</p>

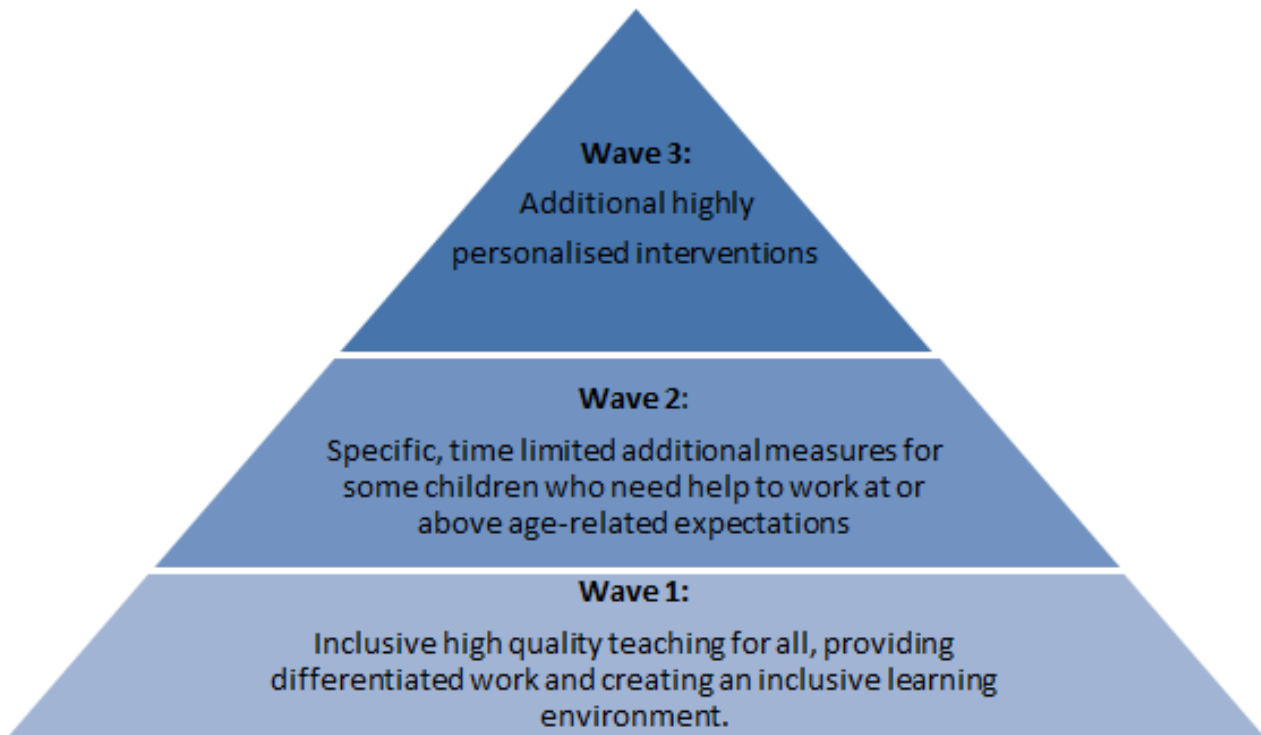
Provision Disclaimer: Provision is subject to change as the school reviews its provision annually.		SEN Support	SEN and Disabilities
Communication and Interaction	WAVE 1: Promoting Inclusion in the Classroom.	WAVE 2: Additional to / Different From most students.	WAVE 3: Personalised (EHC Plans)
	<p>In class:</p> <p>Differentiated curriculum planning, activities, delivery and outcome:</p> <ul style="list-style-type: none"> • Simplified language • Appropriate prompting / refocusing • Checking comprehension • Key words • Increased visual aids / modelling etc • Use of symbols / memory aids <p>Structured school and class routines as manageable chunks; “Title, date, board”; “brain, book, buddy, boss” reminders and prompts (visual and spoken) After school and in-school clubs for structured social activity</p> <p>Inset Training and Support for staff guidance and strategies from Autism Education Trust schools programme . All staff receive AET level 1 training and all TA staff receive AET level 2 training.</p> <p>ASD supportive tutor groups where needed specific support given to tutor groups</p>	<p>Additional:</p> <p>ASD Hub – quiet area during break and lunch times</p> <p>KS3 Social Skills and ASD groups</p> <p>Sensory aids to support self management e.g. weighted blanket, fiddle toys etc</p> <p>ASD Group and working through the Asperger’s Owner’s Manual</p> <p>Referral to outside agencies as appropriate and access to ASD Champion and ASD Outreach Service</p> <p>In-class TA support in key lessons (where available)</p> <p>Year 6 visits and home school contact</p> <p>Speech and Language Therapy (SALT)</p> <p>Detailed Pupil Passports</p>	<p>Individualised / Personalised Learning:</p> <p>Small group or 1:1 emotional literacy / social skills support work / ASD specific groups</p> <p>Speech and Language support (as required on EHC Plan)</p> <p>ASD Champion – to advocate for ASD students and support staff and students.</p> <p>ASD Outreach Service support 1:1, small group</p> <p>Parent sessions (by arrangement) with ASD Outreach Service and / or ASD Champion</p> <p>Advice from EP / Local Authority / Specialist services / SALT / OT</p> <p>Sensory needs met – sensory deprivation room, modified uniform etc</p> <p>Additional Year 6 transition visits and home-school contact</p> <p>Focused in-class TA support</p>
Emotional, Social and Mental	<p>In class:</p> <p>Whole school policies Whole school reward and sanctions systems</p> <p>PSHE focused work</p> <p>Emotional Coaching approach</p> <p>Tutor and pastoral system support</p> <p>After school and in-school clubs</p> <p>Training and support for staff e.g. emotional coaching</p> <p>CPD – all staff trained to support the learning of students with SEMH needs</p> <p>Assemblies</p>	<p>Additional:</p> <p>Inclusion and behaviour management support through the BASE and Pastoral Support and Welfare Officers</p> <p>THRIVE support</p> <p>Emotional Literacy Support (ELSA)</p> <p>Increased monitoring and feedback for an individual or teaching group as appropriate</p> <p>Support from outside agencies as appropriate – mentoring plus, off the record etc</p> <p>In class TA support in key lessons (where available)</p> <p>Year 6 visits and home-school contact</p> <p>SEMH mentoring completed using THRIVE</p>	<p>Individual / Personalised Learning:</p> <p>School’s support services (counsellor, school nurse etc)</p> <p>Individual support or mentoring through pastoral area</p> <p>EP / specialist teacher / outside agencies guidance and advice/ SALT where it can be delivered and used to support strategies</p> <p>THRIVE approach and interventions</p> <p>Extended ELSA support</p> <p>Personalising learning through individual targets and reasonable adjustments</p>

		<p>Support from school welfare officer</p> <p>Detailed Pupil Passports</p> <p>SALT support</p>	<p>Pastoral Support Plan / Medical Action Plan / Personal Education Plan as appropriate</p> <p>Additional Year 6 transition visits and home-school contact</p> <p>Focused in-class TA support</p>
	Provision	SEN Support	SEN and Disabilities
	Disclaimer: Provision is subject to change as the school reviews its provision annually.		
Sensory	WAVE 1: Promoting Inclusion in the Classroom.	WAVE 2: Additional to / Different From most students.	WAVE 3: Personalised (EHC Plans)
	<p>In class</p> <p>Flexible teaching arrangements e.g seating, font size, enlarged documents, coloured filters.</p> <p>Self-awareness of implications of physical impairment</p> <p>Improved accessibility of buildings through reasonable adjustments</p> <p>Relevant school policies: Accessibility Plan, SEN Policy, Medical plan</p> <p>After school and in-school clubs</p> <p>Training and support for staff</p> <p>CPD for staff from external professionals</p>	<p>Additional:</p> <p>Modified materials in line with modification papers as an access arrangement</p> <p>Flexible teaching arrangements e.g. rooming</p> <p>Increased levels of support and supervision on school trips and visits</p> <p>Year 6 and Post 16 Transition visits</p> <p>Detailed Pupil Passports</p>	<p>Individualised / Personalised Learning:</p> <p>Individual support in class during appropriate subjects e.g PE, Science</p> <p>Use of appropriate resources e.g radio aids</p> <p>Advice from EP / Specialist teacher</p> <p>Pupil Inclusion Plan, reviewed with EHC Plan</p> <p>Specialist training for specific staff as required</p> <p>Environmental audit as required</p> <p>Additional transition visits.</p> <p>Teaching from professionals – teaching for deaf</p> <p>Focused in-class TA support</p> <p>Additional Year 6 transition visits and home-school contact</p>



Appendix 4 – The Wave Model

The Wave model is used to implement support for students:



Wave 1 is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2 outlines specific, additional and time-limited interventions provided for some children who are falling behind the age expected level. Wave 2 interventions are often targeted at a group of students with similar needs.

Wave 3 is targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or is for children who have been identified for an intervention designed to accelerate progress.

Appendix 5- Flow diagram for teaching staff to refer to the SEND department

Step 1

Staff member to complete the SEND identification initial assessment form. Completed form returned to SENCO. (If required member of staff speaks to SEND team prior to submitting the form).



Step 2

Initial assessment form reviewed by SENCO. Member of staff is sent relevant checklist to complete. The checklist is based on the area/s of need identified as outlined in 2.3 of this policy. Checklist returned to SENCO.



Step 3

SENCO reviews checklist. SENCO liaises with parents/carers / student and appropriate staff.



SEND need identified. Student placed on SEND register. Pupil Passport written and appropriate support put in place.



SEND need does not meet threshold for SEND register. Student continues to be monitored for 6 weeks. Needs are met through quality first teaching.



Decision to reassess made in consultation with teachers and pastoral staff. Possible referral to outside agencies for further advice.

NOTE: If support is required at any stage the SEND team should be contacted.

Appendix 6

Roles and Responsibilities

The role of the SENCO is:

- Managing the support for students with SEN and/or disabilities.
- Coordinating all the support for students with special educational needs (SEN) and or disabilities, and developing the school's SEN Policy to make sure all students get a consistent, high quality response to meeting their needs in school.
- Making sure, in liaison with the Senior Leadership Team that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Oversight of our graduated response appropriate to the needs of the individual student (assess, plan, do, review).
- Ensuring that parents are: involved in supporting your son/daughter's learning; kept informed about the support your son/daughter is receiving; involved in reviewing how your son/daughter is doing; taking part in planning ahead for them.
- Liaising with external agencies who may come into contact with the school or help support your students' learning.
- Updating the school's SEND record of need, (a system for ensuring all special educational, physical and sensory needs of students in this school are known and understood).
- To provide specialist support for teachers and support staff in the school so they can help students to achieve their potential.
- In liaison with the relevant staff and agencies write Pupil Passports, Support Plans (SPs) that specify the targets set for your son/daughter to achieve.
- Organising training for staff so they are aware and confident about how to meet the needs of your son/daughter and others within the school.
- Keep the SEND Registers up to date and staff informed of any changes.
- Attend Behaviour Support Plan and readmission meetings where SEMH needs have been identified.

The role of teaching staff is to:

- Be aware of the school's SEND policy and are part of the assess, plan, do review approach and plan their lessons using the principals of Quality First Teaching (QFT).
- Be aware of the protocol for identifying SENs and to assist in process.
- Fully implement the ethos of quality first teaching by differentiating lessons to meet the needs of SEND students.
- Use CPD opportunities effectively to enable them to meet the specific needs of the students they teach. This involves improving their understanding of strategies required to assist the SEND students they most frequently encounter.

The role of the teaching assistant (TA) is to:

- Support SEND students where ever required.
- Support with raising the awareness and highlighting the needs of SEND students.
- Communicate SEND students' needs with parent/carers.
- Attend and support departmental meetings.
- Offer teachers advice when planning and differentiating for SEND students.
- Support SEND students on external trips.
- Assist with record keeping and provide information for all stages of the assess, plan, do, review process.
- Liaise with external agencies to ensure appropriate support is in place for SEND students.