



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

Date Reviewed:	September 2025
Next Review Date:	September 2026
Policy Owner:	Clare Barker Lana Sumners from Sept 2025
Ratified @ Committee/FGB Name & Date:	Education and Welfare 23.01.2025 Full Governing Board 30.06.2025

### **Mission Statement**

We are committed to providing a supportive, enjoyable and family style environment in which every child is nurtured and encouraged to achieve their potential through a broad-based curriculum and opportunities for developing sporting, dramatic, artistic and musical talents.

### **Statement of Aims & Objectives**

- To enable each child to fulfil their own academic and personal potential.
- To instil in every child the importance of developing personal initiative and to foster in them a belief that they can fulfil their potential in any area of school life.
- To provide a broad based academic and extra-curricular education that is delivered in such a way as to satisfy the learning needs of each and every pupil.
- To help each pupil to develop both a set of Christian values and an understanding and appreciation of other religious beliefs.
- To learn the difference between right and wrong and to appreciate that rights and responsibilities are equally balanced.
- To develop and promote a sense of caring and community between the pupils within the school and the wider community as a whole.
- To instill in each pupil a high degree of self-respect and respect for their fellow pupils, teachers and other adults.
- To prepare each child for the transition to the next stage of their education and to be able to take advantage of any opportunities as they present themselves.



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### **Safeguarding**

Oakhyrst Grange School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. At this school we respect and value all children and are committed to providing a caring, friendly and safe environment for our pupils so that they can learn in a relaxed and secure atmosphere. We believe that every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Oakhyrst Grange School. We recognise our responsibility to safeguard all who access school and promote the welfare of all of our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. This should be read in conjunction with the Safeguarding Policy.

All staff will be asked to complete training annually following KCSIE updates. Further safeguard training will take place throughout the year. All staff must wear their lanyards at all times.

The Safeguarding governor is: Pauline Clark [Pauline.clark@oakhyrstgrangeschool.co.uk](mailto:Pauline.clark@oakhyrstgrangeschool.co.uk)

DSL: Roxann Dowling (Head of EYFS) 07746135233

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## **Rationale**

This Special Educational Needs and Disabilities (SEND) policy details how Oakhyrst Grange School will ensure that the necessary provision is made for any pupil who has special educational needs and/or disability. The school will use reasonable endeavors to ensure that teachers are able to identify and provide for those pupils who have special educational needs and/or disability and aims to ensure that children with SEND engage in the activities of the school alongside pupils who do not have SEND.

At Oakhyrst Grange School teachers have high expectations for all pupils. We believe that all children are entitled to a broad and balanced curriculum that challenges and inspires them to achieve their full potential. This will be the case so far as is reasonably practical and compatible with the child receiving appropriate special educational provision and the efficient education of the pupils with whom they are educated.

## **Definition of Special Educational Needs and Disabilities**

The SEND Code of Practice 2015, 6.28-6.35, identifies four broad areas of need;

- \* Communication and interaction
- \* Cognition and learning
- \* Social, emotional and mental health difficulties
- \* Sensory and/or physical needs

### **The 2015 SEND Code of Practice 0-25 states that:**

*xiii A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*xiv A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools*

*xviii 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’ ... ‘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.*

*6.9 All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.*



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Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

### **Aims**

- \* To enable staff to identify pupils with SEND as early as possible.
- \* To ensure full entitlement and access for pupils with SEND to a high quality education through quality first differentiated lessons and extra-curricular activities.
- \* To provide opportunities that enable all pupils to feel valued and to develop a positive self-image.

### **Roles and Responsibilities**

#### **Board of Governors**

The Board of Governors should:

1. Ensure that all pupils' special educational needs are addressed.
2. Have regard for the Code of Practice.
3. Have regard for the school's inclusion policy.
4. Ensure the policy is kept under review annually.
5. Ensure that appropriate funds and resources are delegated.

#### **Head Teacher**

The Head Teacher should:

1. Keep the Board of Governors informed about individual cases.
2. Work in close partnership with the SENDCo.
3. Liaise with parents and external agencies as required.
4. Delegate and monitor the budget.
5. Ensure that all relevant staff are aware of SEND issues.
6. Provide a secure facility for the storage of records relating to SEND.

#### **SENDCo**

The SEND Co-ordinator (SENDCo) responsibilities include:

- Be aware of current legislation and to advise staff accordingly
- full liaison with the Head Teacher and SLT over all matters relating to SEND.
- overseeing the day-to-day operation of the school's SEND policy.
- co-ordinating provision for children with SEND.
- liaising with and advising fellow teachers/classroom assistants.
- overseeing learning support assistants with the class teachers.
- writing Individual Support Plans (ISPs) for children and review with class teacher on a termly basis.
- liaising with parents of children with SEND.
- contributing to the in-service training of staff.
- liaising with external agencies including the educational psychology services, health and social services, and voluntary bodies.
- liaise with peripatetic professionals.
- maintain the school's SEND register and oversee the records of all pupils with SEND.



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- to assess children new to the school, and those for whom a teacher has expressed concern, to ascertain their needs.
- to assist teachers in delivering any extra sessions deemed necessary by class teacher.
- to write letters to parents and outside agencies as necessary.
- to hold meetings with class teachers, parents and other professional as necessary.
- to observe children with SEND in a classroom situation to help provide information to support assessments of need and appropriate targets.

### **Class Teacher**

The class teacher responsibilities are to:

1. Keep up to date with information on the SEND Register.
2. Gather information through observation and assessment.
3. Develop an inclusive classroom that addresses the individual needs of children within the class.
4. Work closely with other staff to plan for learning and teaching.
5. Contribute to, manage and review targets in consultation with the SENDCo.
6. Ensure planning makes effective use of Learning Support Assistants as part of the learning team.
7. Raise initial concerns about a child's progress with parents and SENDCo

### **Learning Support Assistants (LSAs) and Teaching Assistants (TAs)**

LSAs and TAs should be able to meet their responsibilities by:

- working under the direction of the class teacher or SENDCo
- assisting in the identification of SEND
- helping to provide effective learning strategies for 1:1 or small groups
- responding appropriately to the needs of individual children during lessons
- helping the class teacher to develop an inclusive classroom environment
- contributing to the assessment, planning and review process.

### **Pupils**

Children and young people with SEND often have a unique knowledge of their own needs. Their views about what sort of support they would like to help them make the most of their education will be ascertained. Where appropriate, considering age and SEND, pupils will be encouraged to participate in the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

### **Parent/Carer**

At Oakhyrst Grange School we believe that the relationship between parents and the school is vital.

We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. At the time of registering their child's (children's) names for the school, parents are asked to disclose



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any known information with regards to special educational needs, medical conditions or disability. This requirement is in line with the Oakhyrst Grange Accessibility Policy. In some cases outside professionals from health or social services may already be involved with the child. Where a child already has an identified special educational need and/or disability the SENDCo will meet with the parents to discuss the school's tiered level of SEND support and will identify which stage the child will be supported at.

All parents of children with SEND will be treated as partners and supported to play an active and valued role in their child's education. It is important for parents to keep the school informed of any changes in circumstances or health updates that might affect their child in school.

Parents/ carers will be involved with the assess, plan, do, review cycle and will meet with the class teacher and SENDCo to help create a positive and supportive framework for their child.

### **Identification, Assessment and Provision**

The school will have regard to the **Special Educational Needs and Disabilities Code of Practice 2015** and the **Equality Act 2010** when carrying out its duties toward all pupils with special educational needs and/or disabilities and ensure that parents are notified that their child has need of SEND provision.

Provision for children with SEND is a matter for the school as a whole. In addition to the governing body, the school's Head Teacher, the SENDCo and all other members of staff have important day-to-day responsibilities. *All teachers are teachers of children with special educational needs.* Teaching children with SEND is therefore a whole school responsibility.

At the heart of the work of every class within Oakhyrst Grange School there is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. This process seeks to identify children making less than expected progress given their age and individual circumstances. Special educational needs may be one of a number of factors taken into consideration if a child's overall attainments or attainment in specific subjects falls significantly outside the age expected range, or if a child is not making adequate progress towards end of year objectives.

The school will assess each child's levels of attainment on entry to the school and will continue to assess and monitor progress throughout the school to ensure that they build upon the pattern of learning and experience already established.

The key test of the need for intervention is evidence that the child's current rates of progress are inadequate.

The triggers for intervention will be a concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- \* 'is significantly slower than that of their peers starting from the same baseline
- \* fails to match or better the child's previous rate of progress
- \* fails to close the attainment gap between the child and their peers
- \* widens the attainment gap' (SEND Code of Practice 2014, 6.17)



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The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language or arise from special educational needs.

In order to support children who have SEND, the school will adopt a three-tiered graduated response that allows us to be proactive, as well as reactive, in our support for children with SEND. This approach recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. Each stage will be monitored on an assess, plan, do, review cycle. The school will record the steps taken to meet the needs of individual children. At all stages the child's class teacher will remain primarily responsible for their education.

### **First Tier (Monitoring)**

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCo, will ensure that those pupils requiring different or additional support are identified at an early stage.

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily or whose behaviour is giving cause for concern. During the weekly staff meeting there is an opportunity for staff to raise concerns about the progress of specific children.

Early identification of pupils with SEND is a priority. The school will ascertain pupils' progress and needs through:

- evidence obtained by teacher observation/assessment
- understanding their ability, attainment and progress through continual assessment, termly tests, intermediate assessments, standardised testing and with regard to National Curriculum levels in English and Maths where appropriate.
- records from previous schools
- information from parents/carers, including reports from outside professionals e.g. doctors, speech and language therapists.
- informal discussions between class teachers and SENDCo.

When a class teacher has a concern about any child he/she will discuss their concerns with the parents/carer and will liaise with the SENDCo.

At this stage the SENDCo will add the child to the school SEND monitoring list. The teacher and SENDCo will meet to discuss next steps.

Steps will be taken to target areas of concerns. This might be as part of the quality first teaching in the classroom or it might involve small group or short term 1:1 work with a learning support assistant or teacher.

The SENDCo will meet with the class teacher termly to discuss the child's progress. If adequate progress has been made the child will be taken off the monitoring list. If adequate progress has not been made the SENDCo will meet with the class teacher and parents to discuss next steps. It might be decided that the pupil requires help over and above that which is normally available within the particular class or subject and the child will be moved to the second tier



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of SEND support. At this stage, parents might want to look into arranging an external assessment of their child's needs. The SENDCo will help provide details and support to contact relevant professionals.

### **Second Tier (School Support)**

When the SENDCo and class teacher consider that a child's educational needs require further intervention above that provided at the first tier, in consultation with parents and the class teacher, the SENDCo will write an individual School Support Plan detailing focused targets that the child will be working towards. The targets will be reviewed termly.

The SENDCo may work with individuals and/or small groups for assessment and/or support. Additional in-school and/or external assessments may take place at this stage.

Additional targeted support might be given by a learning support assistant and/or the class teacher.

A record of the support given will be kept by the SENDCo, class teacher and parents and will be monitored by the SENDCo.

If at review, the child has made adequate progress they will be moved to the monitoring stage. However, if after targeted intervention for at least three review cycles, the child is still not making adequate progress, the SENDCo will meet with parents to discuss the next stage of the SEND graduated response, Education Health Care Plans. A decision will be made whether to remain at school support for a further review cycle or to move to applying for an Education Health Care Plan.

### **Third Tier (Education Health Care Plan)**

If a child is not making adequate progress at School Support despite targeted interventions, for at least three review cycles, the SENDCo may decide that a child's needs require more formal intervention. The SENDCo will meet with parents to discuss applying to the local education authority (LEA) for an Education Health Care Plan (EHCP).

Where a request for an Education Health Care Plan is made by the school to an LEA, the child will have demonstrated significant cause for concern. The LEA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and/or disabilities and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will collate evidence for this process. This information may include:

- Individual Support Plans for the pupil.
- records of regular reviews and their outcomes.
- the pupil's health including the child's medical history where relevant
- attainments in literacy and mathematics
- educational and other assessments that have been completed outside of school, for example from an advisory specialist support teacher or an educational psychologist.
- views of the parents and of the child.
- involvement of other professionals such as health, social services or education welfare service.





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If the Local Educational Authority agree to the EHCP this support will be additional to that provided as part of the school's usual differentiated curriculum and will be reviewed annually. Individual Support Plans will continue to be reviewed termly by the SENDCo and class teacher.

Parents can also request a formal assessment, EHCP, from the Local Education Authority.

Where it is felt that the school cannot provide for a pupil's needs, the Head Teacher and SENDCo will meet with parents to discuss their concerns and to discuss alternative options. If the pupil has an Education Health Care Plan, the Local Educational Authority will be involved with these discussions.

### **Transition to secondary school**

Transferring to secondary school can be an uncertain time for parents and children. Parents are encouraged to keep an open dialogue with the school about options they are considering. The SENDCo and Head Teacher will liaise with secondary schools and pass on relevant records accordingly.

The SENDCo will liaise with parents and secondary schools regarding pupils who require additional arrangements for 11+ exams.

Linked to Gifted and Talented Guidance  
Accessibility and Inclusion Policy

This Policy is subject to regular review.