



OAKDENE  
PRIMARY ACADEMY

GROWING THROUGH EXCELLENCE

# SEND POLICY

## 2024-2026

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A GREAT  
PLACE  
**TO BE A  
PART OF**

MEMBER OF THE WADE DEACON TRUST

## **Oakdene – Growing and Learning Together**

Responsibility   Respect   Friendship   Honesty   Determination   Pride

### **Intent**

Oakdene's bespoke curriculum is broad and balanced ensuring that we develop children who are aware of the impact of the past, are learning about life in the present and are prepared to deal with the changes of the future. Through our School Values we aim for our children to be inquisitive, enthusiastic, tolerant, respectful and happy individuals with the ability to prosper in a diverse society. High expectations in the core and foundation subjects enable our children to confidently move onto the next stage of their learning. All children, irrespective of background, needs or abilities are entitled to a wide - ranging curriculum and we consider cultural and social capital, and physical and mental well-being as essential aspects of the curriculum, helping us to develop children who are comfortable in their own minds and skins and able to enhance their social, moral and cultural understanding.

### **Implementation**

English and mathematics underpin all the work that we carry out, with reading at the heart of all work, enabling children to access the full curriculum. Learning is carefully planned for each year group ensuring progression throughout the School years. The curriculum is not narrowed and all children undertake all subjects throughout each year group. Clear, strategic planning around quality texts allows the curriculum to be dynamic and is adapted to the needs of Oakdene children. Developing a wide range of vocabulary is key to the knowledge that children learn and retain. Our curriculum has high expectations for all children and we embody this in day to day teaching. Teachers' planning shows thought is given to prior learning, building on skills and knowledge already achieved and is responsive to individual children's needs. We aim to teach our children how to retain information and facts while also developing knowledge and skills across all areas of the curriculum. Our feedback processes ensure that children can make good progress in their learning. Our curriculum includes the wider area of cultural and social aspects to ensure that all our children receive a well-rounded and extensive offer to enhance their learning and life skills. Children in all year groups are offered trips and enhancements closely linked to the curriculum. Cultural Capital is a major strand of our curriculum ensuring children are prepared for their future stages of education and work. In a constantly changing world, we recognise that our children will need to have transferrable skills and we aim to develop this skill for all our children.

### **Impact**

We are constantly reviewing the curriculum offer which we give to Oakdene children. In-depth monitoring ensures that all children are receiving the broad and balanced curriculum they are entitled to with clear progression in all subjects. Senior Leaders work with Subject Leaders to review learning, evaluate pupil voice and provide feedback to move practice forward, celebrating positives and highlighting areas of development. Our whole school team work together to embody our vision and values through the curriculum. We aim to ensure that all children make good progress in all subjects and we do not confuse this with coverage. We plan activities so learning is embedded and knowledge is retained. Feedback from Children and Parents shows that they value the curriculum we offer and Parents attend many workshops, sharing sessions and information meetings. We aim to ensure that at Oakdene we can 'Grow and Learn Together' for all our children to be healthy, well-educated and happy individuals.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014; revised 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014).

This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEN at Oakdene is a matter for the whole school and is a part of the continuous cycle of assessment and review.

In line with the Lamb Inquiry this document must be provided to ALL parents whose child has been placed on the Special Educational Needs register and the LA. A copy of this document must also be published on the school website.

### Intent

We value all pupils at Oakdene. We endeavour to enable all children to reach their potential, whatever their level of ability, in a secure, inclusive and happy environment. At Oakdene we provide a broad and balanced curriculum and ensure that all pupils have equal access to it. Through quality first teaching, differentiation and support we aim to allow all children to experience and participate in our curriculum. It is recognised at Oakdene that every teacher is a teacher of every young person including those with SEND. All teachers are teachers of SEND. It is understood that good SEND practice is good practice for all pupils and our aim is to provide the best provision to support any child in our care. It is our aim that all pupils are to be actively encouraged to be part of whole school life. Children with SEND are encouraged to take part in all activities beyond the playground. All activities are open to all children in the playground, before and after school and any off site visits Children with SEND are not discriminated against and every effort is made to offer as much access and support possible, within the limitations of the site.

### Implementation

Through early identification of children with SEND in any curriculum area or of any disability we can identify any problems and instigate measures to address individual difficulties. At Oakdene, this early identification often begins before children come to school through our ability to visit nurseries and make links with parents during early transition to our school. Through following our graduated response, involving children and parents we can provide individual support plans and work programmes to assist and support the child.

Our team of Learning Support Assistants (LSAs) and Learning Assistants (LAs) provide scaffolded support which allows us to provide differentiated learning steps that provides progression at a pace and complexity sympathetic to the needs of the individual child. Progress can be identified through carefully thought-out assessment procedures and through the plan, do review cycle we have in school, alongside the Special Educational Needs Co-ordinator (SENCo). The SENCo will ensure that pupils' needs are met by working with and gaining advice and support from specialists.

Through our termly planning meeting children's needs are reviewed and discussed. In this way we are always providing the best care and next steps with and for our pupils. Further to this, the training provided to staff in school ensures that we are always able to review our support for children and address individual needs so the support is always the best it can be. This has led to developing a whole school approach that ensures the necessary knowledge about all children is shared by all teaching staff and that all staff are able to assist in the support of the children. Our review cycles allow provision to be adapted so that we are constantly providing the best support for our pupils.

### Impact

First and foremost, we aim to have children who are healthy, well-educated and happy individuals who grow and learn together with their Oakdene community. We have well-trained staff who are able to support those with additional needs and enable them to fulfil their potential and make progress at Oakdene Primary school.

### The Local Offer

As part of the new Special Educational Needs and Disability system the schools 'Local Offer' highlights what services and provision are available for all children with SEND within the school. The Local Offer is available to the parents of all children with SEND and is freely available to view on the school website. Parents will be directed to view the provision available within the setting as well as provision, services and support networks within the LA.

Oakdene's own Local offer is available to view on the school's website.

The Local Authority Local Offer information can be accessed on the GOV.UK website:

At Oakdene, our guiding principle is one of Inclusion. We want to identify and break down possible barriers to learning.

### Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole.

### **The Governing Body**

The Governing Body has a specific responsibility to ensure processes are in place. The Governing Body:

- do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- ensure that, pupils' needs are made known to all who are likely to teach them
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

In doing so Governors will have regard to the SEND Code of Practice and the Disability Rights Code of Practice for schools. Governors will report to parents annually on the implementation of their SEN policy.

The governor with responsibility for SEND is Mrs Lisa Sharkey

**The Headteacher- Mrs Helen Lee**

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEN. The Headteacher keeps the governing body fully informed and works closely with the school's SENCO. The Headteacher seeks out and shares best practice with the LA and other schools.

### **The Special Educational Needs Co-ordinator - Caroline Hughes (NA Senco Award)**

The SENCO's role will include...

#### **Assessment**

- Identification of problems
- Monitoring progress
- Collating information
- Reviewing ISPs and SSPs in collaboration with each class teacher
- Monitoring books of SEN children

#### **Prescription**

- Help in devising ISPs and SSPs
- Organising and ordering AEN resources

#### **Support**

- Advising colleagues and parents on methods, materials and routes to other available support

### **Liaison**

- Between outside support agencies
- Between parents and school
- Between school and the wider community

### **Staff development**

- Contacting other schools for advice/ideas
- Passing on information from courses and relevant sources
- Responding to need for staff training
- Leading whole school INSET sessions

### **Management**

- Strategic planning for SEN in the school as identified in the SIP/Action Plan/SEN Planning Meetings.
- Organising annual reviews
- Managing LSAs
- Overseeing the day-to-day operation of the school's SEN policy

### **Governors**

- Inform the governing body of the provision made in school for children with SEN, problems encountered, resources needed etc.
- To liaise closely with the designated SEN governor, Mrs. Lisa Sharkey.

The SENCO meets regularly with SENCOs in other schools, and termly at Local Authority meetings, which enables her to keep up to date with current initiatives locally and nationally and to seek out and share best practice.

### **The School Staff**

All teachers are teachers of children with SEN and do their best to adapt the curriculum and their planning to meet their needs. Planning should indicate where individual needs are being met and where and 1:1 support is being provided. All staff are aware of the procedures for identifying, assessing and making provision for pupils with SEN. Each class teacher is responsible for the identification of children with special educational needs. In consultation with the Headteacher, the provision of learning support staff (LAs) and additional resources are allocated. Each class teacher is responsible for writing and reviewing termly Intervention Support Plans and SEN Support Plans.

### **Identification**

We accept the principle that pupils' needs should be identified and met as early as possible. The SENCO works closely with the school assessment co-ordinator using whole school tracking data as an early identification of children needing support. Where possible, the SENCO meets with local nurseries during transition to ensure that relevant assessment data is passed to school and children's needs are met as early as possible at the start of their education.

A number of additional indicators of special educational needs are also used.

- Analysis of data including entry profiles, Foundation Stage Profile, SATs, reading ages and termly as well as annual pupil assessments
- Early practitioner identification of pupils as cause for concern or following up parental concerns about a child
  - Using early identification assessments such as Boxall profile, Sandwell Maths, Spelling and Reading ages.
- Tracking individual pupil progress over time
- Information received from previous schools
- Information received from other services

### **Monitoring Pupil Progress**

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

### **Record Keeping**

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Regular ISP/SSP and review information
- Information from parents/practitioners
- Information on progress and behaviour
- Pupil's own perceptions of difficulties through pupil voice
- Personal profiles for all SEND children to share information about a child's needs
- Information from health/social services
- Information from other agencies

The SENCO maintains a list of pupils identified through the procedures listed. This list is reviewed termly and added to if a concern is made directly. A detailed analysis of the list takes place termly through review meetings.

### **Register of Concern**

Although not a statutory document, Oakdene Primary School keep a register of concern to document any children where staff have concerns about their progress or wellbeing. These children are regularly discussed at staff meetings and targeted interventions are incorporated into the school timetable. Where deemed necessary, children on our register of concern may be given a support plan to target individual children's needs.

### **SEND Support**

When a child is identified as having SEND, the school will intervene placing them onto the schools SEND register. Their category of need will be identified as SEN support. SEN support identifies that a child will be receiving interventions that are different from or additional to the normal differentiated curriculum.

Children will be identified as SEND support if despite receiving differentiated teaching and interventions pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

Additional specialist support from external agencies will be requested if a pupil:

- Makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a pupil at a similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

**Parental consent is sought before any external agencies are involved. The resulting SSP will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.**

All children identified as SEND support will have specific personal profiles updated annually outlining their specific areas of strength and concerns.

### **Request for Enhanced Support from Local Authority**

The school will request Enhanced Support from the LA when, despite being on an individualised programme of sustained intervention, the pupil remains a significant cause for concern. The school will have the following information available:

- The interventions at SEN support stage
- Current and past ISP/SSPs or IBPs
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum levels/age related expectations
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports

### **Education Health and Care Plans**

An Education Health and Care plan will normally be provided where, after implementation of enhanced support, the LA considers the pupil requires provision beyond what the school can offer alone. However, the school recognises that a request for Enhanced Support does not inevitably lead to an EHC Plan for children who live within the St Helens authority. Alternative procedures are in place for children in neighbouring authorities.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Of shorter term
- Established through parental/pupil consultation
- Set out in an SSP
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified
- Supported by external agencies
- Possible external support

### **Reviews of EHC Plans**

EHC plans must be reviewed annually. The LA will inform the Headteacher at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teacher
- A representative of the SEND Inclusion and Assessment Team
- The Educational Psychologist
- Any other person/agencies the SENCO considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHC plan
- Review the provision made to meet the pupil's need as identified in the EHC plan
- Consider the appropriateness of the existing EHC plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

At Key Stage 2 to Key stage 3 transition reviews, the transitioning schools will be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease EHC plans.

### **Transitional support**

All children on the SEND register will have transition support from one class to another. When a transition is from one key stage to another additional support is provided.

Staff liaise closely with each other to ensure that hand over is thorough and that provision is in place to support each child's need in a new classroom.

Key stage transition is supported with additional support from external agencies to ensure children are aware of expectations and can understand and cope with new routines and changes.

### **Partnership with parents/carers**

The school aims to work in partnership with parents and carers.

We do so by:

- keeping parents and carers informed
- informing them of any related decision-making process about SEND provision
- valuing the importance of an open-door policy and consistency approaches to SEND between home and school
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- making parents and carers aware of the Parent Partnership services.
- direct them to the schools and LA's Local Offer web page for extended support awareness



### **Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning during the review process or during pupil voice conferences
- share in individual target setting across the curriculum
- self-review their progress and set new targets
- direct them to the schools and LA's Local Offer web page for extended support awareness

In addition pupils who are identified as having SEN are invited to participate in:

- SSPs reviews and setting of SSPs targets
- Writing of personal profiles
- Annual reviews

### **Links with Education Support Services**

We aim to maintain useful contact with support services in Children and Young People's Services. For pupils identified as SEN support any one or more of the following agencies may be involved:

- Educational Psychology Service EPS
- Educational Welfare Service EWS
- Learning Support Services LSS
- LASCs

The SENCO will maintain links with other SENCOs through the SENCO network meetings.

### **Links with Other Services**

Effective working links are maintained with:

- Speech and Language Therapy Service
- Other Children and Young People's Services
- Learning Support Service
- Community Health Service
- Behaviour Intervention Team (BIT)
- ASD support
- ADHD foundation
- Family support and safeguarding
- Parent Partnership Service
- Children's and Young People's Mental Health Team

### **Training**

The SENCo regularly assesses training needs throughout school. Training is matched to meet SEND needs in each cohort. Regular in house training targets SEND identification, monitoring, tracking, ISP/IBP/SSP writing and how to adapt the curriculum to meet learning needs. Staff have had training on supporting children with ASD, ADHD and Dyslexia. The Training is matched to meet current SEND needs within school and is an important part of staff professional development.

### **Parental Support**

Parents of all children at school are encouraged to keep a close eye on their children's progress, and this is especially true for children with SEND. Parental interest in their children's work, and their assistance and co-operation in supporting homework is essential to the success of the

programme of work set out in the child's ISP/SSP. Parents must feel comfortable when approaching the teacher and a dialogue must be maintained in order to aid their child's difficulties. Parents are invited to participate in the target-setting and review process of their child's ISP/SSP targets.

### Admission Policies and Provision

The admission policy for Oakdene is determined by the LA. The level of support for pupils with SEND is determined by the LEA, Headteacher and budget allocation. Admission arrangements for pupils with SEND are discussed carefully and in detail with parents and other relevant bodies before entry so that provision is focused in readiness.

### **Budget**

SEND funding includes:

- Funding from main school budget for children receiving SEND Support – up to 15 hours support.
- LA funding associated with individual pupils including statements and SEND Support who have a Provision Agreement and more than 15 hours support per week.
- Any other funds in control of the school allocated for the support of pupils with SEND

(Funding arrangements may vary if child is from LA different to St. Helens)

### Resources

### **Staffing**

The school has seven classes; one Foundation Stage, two KS1 and four KS2; five with a full time teacher and one with a teacher job-share and one with a 0.8 member of staff. There are several teaching assistants, some of whom are LSAs for ESA+ funded children. The LA also provides staff for the English as a Second Language Programme (EAL) and the Language Support Service (LSS) as the need arises.

### **Specialist Resources**

The following resources are available for use by children with SEND, at the class teacher's discretion:

- iPads/PCs/laptops with a range of software including basic spelling and handwriting, and maths programs
- Reading scheme materials at a range of levels, according to the book bands
- "Beat Dyslexia", teachers books and photocopiable worksheets
- Phonic games
- RWI 1:1 Intervention
- IDL (computer program) to support Literacy
- Wave 3 intervention for Literacy and Numeracy
- Precision Teaching
- Sensory Boxes
- Wobble cushions
- Fidget toys
- Working towards charts

This list is not exhaustive but gives examples of what is available.

### Complaints Procedures

We hope that complaints about SEND provision will be rare, however, if a parent is unhappy about the provision allocated to their child, Mrs Hughes (SENCO) is available to listen to their concerns and to negotiate a solution. Any further complaint should be addressed to the Headteacher and the governing body for more detailed discussion. Unresolved issues may be taken to a grievance

panel set up by the LA. These panels include an independent element, and are designed to bring together the different parties in an informal way to seek to resolve the disagreement through discussion. Using this service is voluntary and does not affect the parents' right to appeal to the SEND tribunal.