



Ox Close Federation

SEND Policy and Information Report

Approved	October 2022
Review Date	October 2023

1. Aims

Our SEN policy and information report aims to:

- Set out how the Federation will support and make provision for pupils with special educational needs (SEN).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

At Ox Close Federation, we are committed to the equal inclusion of all pupils in all areas of school life. We recognise the diverse and individual needs of all of our pupils and always take in to account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;
- Include and value the contribution of all families to our understanding of equality and diversity;
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people;
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- Make inclusion a thread that runs through all of the activities that run through the Federation.

2. Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age,
OR

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and Responsibilities

4.1 The SENCO

The SENCO is Anna Bowden. In addition, Jayne Phillips will begin SENCO training and take over areas of the role as the academic term progresses.

They will:

- Work with the Executive Headteacher and SEN Governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

4.2 The SEN Governor

The SEN Governor is Wendy Hall.

The SEN Governor will:

- Help to raise awareness of SEN issues at Governing Body meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Governing Body on this.
- Work with the Executive Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

4.3 The Executive Headteacher

The Executive Headteacher is Daniel Harrison.

The Executive Headteacher will:

- Work with the SENCO and SEN Governor to determine the strategic development of the SEN policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.4 Class Teachers

Each Class Teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

5. SEN Information Report

5.1 The kinds of SEN that are provided for

There are four broad areas of Special Educational Need.

These are:

- **Communication and Interaction**
This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs
- **Cognition and Learning**
This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties
- **Social, Emotional and Mental Health Difficulties**
This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn
- **Sensory and/or Physical Difficulties**
This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

At Ox Close Federation, we have experience of supporting children and young people with a wide range of need including:

Communication and Interaction

- Speech, Language and Communication Needs (SCLN)
- Autism Spectrum Condition (ASC)

Cognition and Learning

- Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties (SpLD)

Social, Emotional and Mental Health Needs

- Mental Health Difficulties
- Social and Emotional Needs

Sensory and/or Physical needs

- Gross and Fine Motor Needs
- Sensory Processing Needs
- Hearing Impairments
- Visual Impairments
- Physical Disability
- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactivity Disorder (ADHD)

5.2 Identifying pupils with SEN and assessing their needs

Most children and young people in mainstream schools will have their special educational needs met through good classroom practice. This is called **Quality First Teaching**. However, some children will need some additional support.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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.

Early Identification of Need

In deciding whether to make special education provision to support educational, social, physical or emotional needs, we:

- Work in partnership with parents/carers. Detailed parent information about a child is taken when children start at nursery, and regular termly feedback meetings are held with parents.
- Consult with relevant external agencies such as Speech and Language Therapy, Occupational Therapy and CAMHS.
- Use assessment tools & materials.
- Use observations from keyworkers.
- Use Short Notes which are shared and discussed with parents.
- Use advice from Educational Psychology service.

SEN Support (K)

Where a pupil is identified as having a special educational need we follow a **graduated approach** which takes the form of cycles of "**Assess, Plan, Do, Review**".

This means that we will:

- **Assess** a child's special educational needs
- **Plan** the provision to meet your child's aspirations and agreed outcomes
- **Do** put the provision in place to meet those outcomes
- **Review** the support and progress

Termly assessments are carried out by staff who work together to moderate children's work. This moderation is supported by the Local Authority on a regular basis. The school uses a tracking system to analyse data and to identify gaps in children's learning and to plan appropriate intervention when required. Different children require different levels of support to diminish the difference and to achieve age related expectations.

School staff may initially identify a concern. The class teacher alongside the SENCO will discuss the child's needs and a meeting with parents/carers and/or the child/young person would be arranged at the earliest opportunity. During this meeting a **Short Note** would be completed with agreed outcomes for the child/young person and next steps.

The next steps may require the involvement of specialist support or advice, for example Educational Psychology, SENDIASS (Parent Advice and Support Service) or another education, health and social care professional. It is important to understand that the involvement of professionals does not always seek to label or diagnose, but to seek advice and strategies to enable a child/young person to reach their full potential.

As part of this approach, every child with SEN will have an individualised SEN Support Plan that describes the child's needs, outcomes and provision to meet those needs. Parents/carers and child/young person views are integral to this process.

A small percentage of children and young people with significant and/or complex needs may require an assessment that could lead to an Education, Health and Care Plan (EHCP).

The purpose of an EHCP is to make special educational provision to meet special educational needs of the child or young person, to secure the best possible outcomes for them across education (SEND Code of Practice p.142). It is a legal document that describes a child or young person's special educational, health and social care needs. We do not currently have any EHC Plans.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

Where a pupil is identified as having a special educational need we follow a **graduated approach** which takes the form of cycles of "**Assess, Plan, Do, Review**".

This means that we will:

- **Assess** a child's special educational needs
- **Plan** the provision to meet your child's aspirations and agreed outcomes
- **Do** put the provision in place to meet those outcomes
- **Review** the support and progress

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents

- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

How we support children/young people with SEN starting at our school

As Oxclose Nursery and Ox Close Primary are federated, we already know the majority of the children through regular visits to the Nursery throughout the year.

For children who do not attend the Nursery, EYFS teachers will liaise with the other nurseries and ensure that they are fully aware of the child's abilities, interests and needs.

We have a series of transition visits for all children starting at Ox Close so that the children and parents become familiar with the setting.

How we support children/young people with SEN moving between classes in our school

Ox Close is a community and so the children know all of the staff. When the children are reaching a transition point, we have transition days in school so that the children become familiar with their new teacher, setting and also the differing routines.

How we support children/young people with SEN leaving our school

Children with SEN are given an extensive level of support before they move to their new school. We work closely with parents and their school of choice to make sure that the transition is as smooth as possible.

As well as in school meetings, there are opportunities for extra transition visits to the new school and also an assigned point of contact.

5.6 Our approach to teaching pupils with SEN

At Ox Close Federation, we pride ourselves in being inclusive which means supporting all children to learn, contribute and participate in all aspects of school life alongside their peers. All pupils follow the Early Years Framework and National Curriculum at a level and pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented.

The curriculum includes, not only the formal requirements of the Early Years Framework and the National Curriculum, but also a range of additional opportunities to enrich the experiences of pupils.

The curriculum also includes the social aspects that are essential for life-long learning, personal growth and development of independence at all ages and ability levels. By encouraging independence at all age and ability levels we endeavour to develop confidence, improve self-esteem and promote enthusiasm in all our pupils.

Some of the actions we may take to achieve this are:

- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Modify the curriculum to meet individual needs.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.

We ensure that all children are offered the opportunity to participate with activities outside of the classroom by making reasonable adjustments to the organisation of these. For example, we ensure SEND children have an appropriate level of adult support if going out of school, we organise transport that provides appropriate access and staff complete a comprehensive risk assessment of any excursion to ensure all children are safe and included. In addition, our SEND children are given the opportunity to participate in visits to settings that meet their specific needs.

If you would like to discuss your SEND requirements in detail please contact the school to arrange an appointment.

5.7 Adaptations to the curriculum and learning environment

Children learn and develop in different ways and may need extra help and support at various points throughout their time at school. Some children, at some time in their school life might have additional or different needs and it may be that they will be on our SEN register for a short period or a long period of time. However, children's needs will be frequently reassessed regularly in order to ensure that the provision is suitable and supports every child's development.

Our SENCO, working alongside class teachers, oversees all SEN provision, different approaches to teaching and monitors progress of any child requiring additional support across the school. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. This is Quality First Teaching and is where the work is highly differentiated and suits the needs of all children, it comes in the form of a lesson rather than an intervention programme.

Alongside Quality First Teaching, that your child will receive in lessons, there may be a Teaching Assistant (TA) working with your child, either individually or as part of a group, if

this is seen as necessary by the class teacher. This means that children may be taken out of the classroom for these sessions but they will continue to work on the same areas as the rest of the children in their class which ensures that they can go back into the classroom with a smooth transition. The regularity of these sessions will be explained to parents when the support starts.

To successfully match pupil ability to the curriculum and learning environment there are some actions and adaptations we may take to achieve this:

- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Pupils to gain in confidence and improve their self-esteem.
- To work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- To make suitable provision for children with SEN to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEN are fully included in all activities of the school in order to promote the highest levels of achievement.
- To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the policy and practice in order to achieve best practice.

5.8 Expertise and training of staff

The school enjoys good working relationships with a wide range of people who provide services to children with SEND and their families.

The external specialists may:

- Act in an advisory capacity
- Extend expertise of school staff
- Provide additional assessment
- Support a child directly
- Suggest statutory assessment is advisable
- Consult with all parties involved with the child

These include:

- Durham SEND Information, Advice and Support Service
- Local Authority Special Educational Needs Inclusion Team
- Educational Psychology Service

- Emotional Wellbeing Team
- Cognition and Learning Team
- Autism and Social Communication Team
- Behaviour Intervention Team
- One Point Hub
- Health Agencies – particularly the School Nurse Service and Health Visitors
- Child and Adolescent Mental Health Services (CAMHS)
- Speech and Language Therapists
- Crisis Response
- Virtual School for Looked After Children
- Specialist therapists – Occupational Therapy and Physiotherapy
- Specialist health services
- Medical Practitioners

Our SENCO is Anna Bowden who holds the National Special Educational Needs Qualification. Anna can be contacted at a.bowden102@oxclosespennymoor.uk or by calling 01388814860.

In addition, Jayne Phillips is undertaken training and supporting with SEND across the Federation. Jayne can be contacted at j.phillips103@oxclosespennymoor.uk or by calling 01388814860.

Our Additional Needs Budget is used to support children and young people with SEN. This is used to support children and young people with

This is used to support children and young people with SEND by:

- Buying in services of external specialists.
- Buying resources to support children.
- Running in school interventions that are above and beyond the Quality First Curriculum.

If a child has complex special educational needs, we could also receive additional funding from the Local Authority to meet the agreed outcomes.

5.9 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions on a half termly basis.
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.10 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy, which is also available on the school website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

6. Monitoring arrangements

This policy and information report will be reviewed by the Policy Committee **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Full Governing Body.

7. Links with other policies and documents

This policy links to our policies on:

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