SEND Policy

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Owner	Elle Goddard

Document History

Version	Comments/amendments	Name	Date
1.0	2014 Issues	Mike Deacy	Mar 2014
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4.0	2017 January	Luke Bolsin	Jan 2017
5.0	2018 January: Some small procedural modifications e.g.: removal of statements and addition of Thrive over Boxall.	Luke Bolsin	Jan 2018
6.0	No changes made	Mike Deacy	Jun 2019
7.0	Thrive changed to Boxall	Luke Bolsin	Jun 2020
8.0	No significant changes	Luke Bolsin	Jun 2021
9.0	Addition of assistant SENDCOs	Luke Bolsin	Jun 2022
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11.0	No significant changes	Luke Bolsin	Jun 2024
12.0	Introduction of use of Evidence for Learning	Elle Goddard	Jun 2025

Contents

1. Introduction

The Education Act 1996 says that a young person has Special Educational Needs (SEND) if they have a learning difficulty which calls for special educational provision to be made or them.

A learning difficulty means that the young person either:

a) Has significantly greater difficulty in learning than the majority of young people of the same age
b) Has a disability, which either prevents or hinders the young person from making use of the educational facilities which are provided for young people of the same age in a mainstream school.

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for young people of the same age in a mainstream school.

Everyone at Oak Tree School is committed to providing the conditions and opportunities to enable any young person with SEND to be included fully in all aspects of school life. The Special Needs policy at Oak Tree School supports the stated ethos of the school that:

- Oak Tree School adopts a holistic, person centered approach to the development of our young people, taking into account current theories and methods of teaching. Many of our pupils have significant barriers to learning due to their social, emotional and communication difficulties and challenging behaviour where it arises out of these needs. Our role is to help and support our young people to come to terms with, and overcome, these difficulties. The social, emotional, communication and behavioral needs require specific attention if appropriate learning and educational progress is to occur. Specialist support for the children and young people, through both the delivery of the programs of study and personalised learning programs, will be integrated into the curriculum and into teaching and learning. Support may be in the form of Speech and Language Therapy, Occupational Therapy, Play Therapy or through intervention with our onsite Welfare Team.

At Oak Tree School, SEND provision is fully integrated into curriculum planning, and teaching and learning to ensure that all pupils achieve academic, social, and emotional outcomes. Progress is monitored rigorously, using both quantitative (assessment data, Evidence for Learning, EHC plan outcomes) and qualitative (observations, pupil voice) measures, to evaluate the impact of interventions.

2. Policy Objectives

In order to meet the special educational needs of our young people at Oak Tree School we must:

- Develop, implement and monitor appropriate programmes for young people
- Provide intervention at a suitable level when a young person is identified as not making sufficient progress
- Provide additional therapeutic support based on individual needs
- Use a variety of teaching styles and cater for different learning styles to allow young people with SEND to access the Oak Tree School's curriculum as detailed in the Curriculum policy
- Use resources effectively to support young people with SEND
- Assess and keep records of the progress of young people with SEND
- Work with outside agencies who provide specialist support and teaching for young people with SEND

- Inform and involve the parents/carers of young people with SEND so that we can work together to support our young people
- Encourage active involvement by the young people themselves in meeting their needs
- Provide on-going training for all staff working with young people with SEND

Pupils with SEND are actively involved in setting learning and SEMH targets, contributing to their student passports, and reviewing progress. This ensures that support is personalised and that pupils' perspectives shape the school's provision.

3. Co-Ordinating Provision – The Special Educational Needs & Disability Co-Ordinator (SENDCo)

The SENDCo is responsible for the arrangements for SEN provision throughout the school.

The SENDCo:

- Has responsibility for the day to day operation of the SEN policy
- Line management of assistant SENDCOs and EBSNA
- Maintains a register of young people with SEND and ensures that the records on young people with SEN are up-to-date and supports the school's Educational Psychologist in conducting assessments for young people with SEND
- Works closely with the Headteacher, the Senior Leadership Team and the teaching and support staff in co-ordinating provision for our young people
- Liaises with the staff in school who have responsibility for Child Protection
- Works closely with the parents/carers of young people with SEND
- Liaises with outside agencies, following consultation with the Headteacher to gain advice and support for young people with SEND
- Contributes to in-service training for staff on SEND issues

The SENDCo collaborates closely with the Designated Safeguarding Lead (DSL) team to ensure that pupils with SEND are effectively safeguarded. This includes proactive risk assessments, monitoring of vulnerable pupils, staff training on safeguarding risks, and regular reporting to leadership and governors.

4. Access to the Curriculum

The provision at Oak Tree School is based on:

- Setting suitable targets for learning as well as social and emotional.
- Responding to young people's diverse learning needs
- Overcoming potential barriers to learning.

All Class Teachers, the SENDCo, assistant SENDCos and other internal professionals take part in an on-going process of assessment, planning and review that recognises each young person's strengths as well as areas for improvement. A rigorous tracking system for students accessing the semi-form and formal curriculum is in place to identify young people who are not making the required level of academic progress. Evidence for Learning is used to track the progress of all students, with a focus on pre-formal students. Strategies which are used to enable access for all young people to the curriculum are:

- Differentiation of the curriculum to match tasks to ability

- Support for communication
- Ensuring tasks are differentiated according to student need as laid out in the student's EHCP/passport
- Using a range of social monitoring strategies such as Motional and evidence for learning, to track social and emotional progress.
- Use of a range of teaching styles which recognise the individual learning styles of the young people in the class
- Use of Teaching Assistants to provide additional support within literacy and numeracy lessons
- Small withdrawal group and 1:1 teaching
- Accessibility to resources
- Alternative means of accessing the curriculum through ICT, and use of specialist equipment
- Use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy
- Access to the social and extracurricular life of the school
- Access to the school's Therapy team
- In-Service training for all staff on the needs of young people with SEN

The impact of SEND provision on learning and SEMH outcomes is reviewed regularly through formal tracking, lesson drop-ins, and assessment through Evidence for Learning, ensuring that all pupils make measurable progress.

5. Access to Information

Information about the school and its various activities can be provided in a range of formats, on request, for pupils and prospective pupils who may have problems accessing it in written form, e.g. by reading aloud, overhead projections and use of symbols, signing, photographs, diagrams and pictures.

Information about the school is available to all on the school's own website.

6. Identification and Assessment

All young people who attend Oak Tree School have SEND. Their needs are assessed on admission and on an on-going basis as detailed in the school's assessment policy. All students are designated with an EHC plan (Education and Health Care plan), those who aren't are being transferred or scheduled to transfer with support from County Hall and the SENDCo.

7. Liaison within the School

The SENDCo shares information about pupils with SEND with:

- Class Teachers and Teaching Assistants and other support staff as appropriate
- The Senior Management Team
- Subject Leaders and Subject Teachers
- The member of staff responsible for Child Protection issues

8. INSET Arrangements

Within school there is an on-going programme of INSET training for all members of staff.

The SENDCo regularly attends courses on SEND issues. They also attend school INSET sessions about

other areas of the curriculum so that they are aware of current practices in these areas and any future developments which may affect young people with SEND.

Staff twilight and INSET sessions are planned by SLT to best compliment and support the specific needs of students within our school. This is then delivered by the SENDCo, E.P service, other specialists within school (e.g: Thrive practitioner/Autism specialist) or other appropriate outside agencies.

9. Partnership with Parents and Carers

Parents/carers of young people are kept fully informed of the provision that is being made for their children and young people. Parents/carers are invited to review progress towards their young person's targets at the parental meetings as required (e.g.: passport reviews/structured conversations) but primarily at annual review meetings.

10. Monitoring the Success of the SEN Policy

Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for young people with SEND will be shown by:

- On-going Teacher and Teaching Assistant observations of the young person in the daily classroom setting
- Differentiated short-term planning by the Class Teacher to meet the young person's needs
- Records and evidence of the young person's work showing progress towards curriculum objectives
- Evidence of progress towards targets at student passport reviews.
- Social and emotional monitoring using Evidence for Learning.
- Records and evidence of the young person's progress towards improving behaviour
- Discussion at an appropriate level with the young person about their progress
- Discussion with parents about the young person's progress
- Discussion with outside agencies about the young person's progress
- Successful requests for additional funding at EHC plan level

11. Evaluating the Success of the SEND Policy

The success of the policy will result in the needs of all young people with SEND being met by:

- Having the systems in place to identify young people with SEND as early as possible
- Making use of good practice in planning for, teaching and assessing young people with SEND
- Regularly reviewing of the young person's progress against targets set from statements and education and care plans.
- Providing additional intervention if progress is not adequate
- Considering the wishes of the young person at an appropriate level
- Having a positive and effective partnership with parents/carers
- Encouraging a multi-disciplinary approach whenever possible

The SENDCo ensures effective collaboration with external agencies, such as CAMHS, educational psychologists, and therapy providers, to support pupils' learning and wellbeing. Systems are in place to monitor the outcomes of multi-agency interventions and adjust provision as needed.