

# OAKWOOD INFANT AND NURSERY SCHOOL

## Special Educational Needs and Disability Policy (SEND)

Review Date	January 2026
Reviewed by	Governing Body (& SENCO)
Review Cycle	Annually
Version No	6
Next review due	January 2027

Signed :.....

Name :.....  
on behalf of the Governing Body of Oakwood Infant and Nursery School

## **Introduction, Aims and Objectives of this Policy**

At Oakwood Infant and Nursery School we believe that all children should be valued as individuals. Our mission is to strive to make sure that all of our children achieve their full potential by promoting the highest standards of teaching and learning. We aim to provide a caring, calm, co-operative and safe environment where all children feel a sense of belonging and can achieve our shared vision of *'growing together and shining forever'*.

This policy accepts the definition of Special Educational Needs and Disability (SEND) as set out in the Code of Practice 0 -25 (2014) and has been written with reference to the following guidance and documents: The Children and Families Act (2014), Equality Act (2010) Statutory Guidance on Supporting pupils at school with medical conditions (2014), The National Curriculum in England Key Stage 1 framework document (2013), Safeguarding Policy and Teachers Standards (2012)

### **Aims**

We aim to provide every child with access to a broad and balanced education by developing inclusive practice and reaching high levels of achievement for all. We recognise that many children will have special needs at some time during their school life. In implementing this policy, we believe children will be supported and helped to overcome their difficulties by meeting children's individual needs and differences and by minimising barriers to learning. It is the duty of every teacher to be alert to special needs and the duty of the school to provide help and support for the teacher and child when such needs are identified.

### **Objectives**

- To ensure the identification of all children requiring SEND provision as early as possible in their school career
- To meet individual needs through a wide range of appropriate provision and support
- To attain high levels of satisfaction and participation from a child's parent and carers
- To share a common vision and understanding with all stakeholders
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet a child's needs
- To create an environment where children can contribute to their own learning and participate in wider learning opportunities.

### **Admission Arrangements**

All children with SEND are afforded the same rights as other children in terms of their admission to school. No child will be refused admission to school based on his or her special educational need, ethnicity or language need. In line with the Equalities Act (2010), we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. Children who have undergone a statutory assessment and are having their needs met through the provision of an Education Health Care Plan are given priority as part of the Derby City school Admissions procedures (*see Admission policy for the school, as agreed with the Local Authority*).

### **Attendance**

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

### **Management of SEND within School – Roles and Responsibilities**

The headteacher and the governing body have delegated the responsibility for the day-to-day implementation of the policy to the Special Educational Needs Coordinator (SENCO). The SENCO's name is Mrs Alex Rose.

### The Governing Body

The governing body is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

### The SEND Link Governor

The SEND link governor is John Hithersay.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

### The Headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## The SENCO

The SENCO has Qualified Teacher Status and additional qualifications relating to the education of children with Special Educational Needs including the nationally accredited SENCO qualification. The management of SEND is supported by the Assistant SENCO Miss Holly Kay, Specialist Speech and Language TA Mrs Jane Notley, Learning Mentor Mrs Louise Brennan and the Safeguarding and Welfare Manager, Mrs Lynda Lloyd.

The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND 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 liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## Class Teachers

All teachers are teachers of children with special educational needs. Teaching Assistants (TAs) play a major role in the support of children with SEND. The rationale for the deployment of TAs is year group based and is responsive to specific needs of individual and groups of children. Staff responsibilities are identified in individual job descriptions.

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- 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 consider 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 SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
  - o Set clear outcomes and review progress towards them
  - o Discuss the activities and support that will help achieve the set outcomes
  - o Identify the responsibilities of the parent, the pupil and the school
  - o Listen to the parents'/carers' concerns and agree their aspirations for the pupil

## **Identification and Assessment**

We accept the principle that children's needs should be identified and met as early as possible. We use our best endeavours to secure special educational provision for children for whom this is required in any of the four areas of need as outlined in The SEND Code of Practice (2014). The four areas are:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory/physical

The SENCO works closely with other Senior Leaders using whole school assessment and tracking data as an early identification indicator. Any child identified as below age related expectations is closely monitored. We adopt an 'Assess, Plan, Do, Review' approach. Assessment allows the child to show what they know, understand and can do and can help to identify learning difficulties and developmental differences.

Additional screening and assessment of all children is undertaken on entry to school. All children's understanding of language is assessed using standardised Language Link assessments. Children's gross motor skills are assessed against Physical Literacy milestone assessments.

We use a number of additional indicators of special educational needs:

- Analysis of Early Years Foundation Stage data including 'Development Matters' levels (Birth – Five)
- The use of Derby City SEND criteria.
- Teacher observations and Pupil Progress meetings
- Parental information/ concerns
- Tracking individual child progress over time
- Information from previous schools
- Information from other services

For some children a more in-depth individual assessment may be undertaken by the school, this may include:

- COPS – Standardised Cognitive Profiling to identify cognitive strengths and weaknesses (ages 4 – 7)
- Northumbria Inclusion Toolkit Assessment (communication skills for Early Years Children)
- Speech Link assessments (to assess the clarity of speech sound production)
- Language Link assessment (to assess the understanding of language)
- British Picture Vocabulary Test (NFER Nelson)
- Detailed observation and Functional Behaviour Assessments
- Self-esteem assessments (Jigsaw Resilience and Engagement Scale)

We monitor the progress of all children using our whole school assessment systems. Children whose performance is below age related expectations will be carefully monitored using systems

which will track small steps of progress to support a more in-depth assessment and target setting process

### **Emotional Wellbeing**

Where children are not succeeding at school due to their level of emotional wellbeing, the school has a nurture team who are available to support the wellbeing of all children. The nurture team includes the SENCO, Wellbeing and Safeguarding Manager, Learning Mentor and Teaching Assistants. We also engage support from external counselling services 'Hand in Hand Counselling' where this is considered appropriate and the necessary parental consents are in place.

Advice on general well-being is available from the SENCO or members of the nurture team on request. Oakwood Infant and Nursery School also work closely with Compass Changing Lives, a free service providing prevention and early intervention for emotional wellbeing and mental health support to Children, Young People and Families (CYPFs) across Derby & Derbyshire. Parents can access the service directly using the following link <https://www.compass-uk.org/>

The school also works closely with the School Nursing Service to support with care-plans, where special medical provision is required, and to support families with other medical issues affecting their child. A meeting with the school nurse can also be arranged on request.

Some pupils require support with personal care. There are facilities available in school for this to be undertaken with respect and dignity and where possible, using familiar staff who have a good relationship with the child. Children who have ongoing personal care needs will have an individual toileting and continence plan, which is co-produced, with parents and carers.

### **Vulnerability of Children with SEND**

Staff at Oakwood Infant and Nursery School are committed to safeguarding all children and young people and receive regular safeguarding and child protection training. Adults in school recognise that the additional needs of children with SEND could mean they are more vulnerable to abuse and possibly less able to speak out if something is wrong. This could be due to a lack of understanding that what they are experiencing constitutes abuse, communication difficulties or they are dependent upon adults for care. Special consideration and attention, therefore, is given to pupils with a disability or special educational need as well as those in other categories of increased risk. For further details of safeguarding arrangements, please refer to the Child Protection and Safeguarding Policy available on the school website at: [www.oakwoodinfant.com](http://www.oakwoodinfant.com)

### **Code of Practice and Graduated Response**

The school pays due regard to the SEND Code of Practice (2014) which advocates a graduated response to meeting children's needs. If a child is identified as requiring SEN support, the school will inform parents and intervene using targeted support as part of an assess, plan, do, review process.

Where more specialist support is required, the school will seek parental consent to involve additional services such as a Speech and Language Therapist, Educational Psychologist or Specialist Teacher. Any specialist advice received by the school will be reflected on the child's individual SEND support plan.

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

A child with lifelong or significant SEND may undergo a multi-agency assessment at the request of schools, parents or outside agencies. If it is decided that the child's needs cannot be met from support that is ordinarily available in schools then an Education Health and Care (EHC) Plan will be provided by Derby City Council. The school and parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named on the EHC Plan if it differs from their preferred choice.

The EHC Plan will include details of objectives for the child which are used to develop targets that are:

- Matched to the longer-term objectives set in the EHC Plan
- Established through parental/child consultation
- Set out in an Individual SEN Support Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

### **Reviews of EHC Plans**

Once the EHC Plan has been completed and agreed, it will be kept as part of the child's formal records and reviewed at least annually.

The School SENCO will organise annual reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher
- A representative of the Local Authority SEND Team
- Any other person the SENCO considers appropriate

The aim of the annual review will be to:

- Assess the child's progress in relation to the objectives on the EHC Plan
- Review the provision made to meet the child's need as identified in the EHC Plan
- Consider the appropriateness of the existing EHC Plan in relation to the child'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 Transition Reviews, receiving schools will be invited to attend in order to plan appropriately for the new school year and to provide parents with an opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code of Practice (2014), the SENCO will complete the annual review forms and send it, along with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHC Plan.

### **Curriculum Access and Provision**

We use a graduated response to meet the needs of children with SEND.

#### Quality First Teaching

In order to meet the learning needs of all children, teachers will take steps to differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively.

Where children are identified as having SEND, the school provides for these additional needs in a variety of ways. The provision for children is related specifically to their needs.

The range of provision includes:

- Adaptations to the environment to increase access and engagement in learning
- In-class support for small groups with a Teaching Assistant (TA)
- Small group withdrawal with TA/ Safeguarding and Welfare Manager
- Individual class support / individual withdrawal
- Further differentiation of resources
- Study buddies/peer support
- Wave 3 interventions e.g., 'Precision Teaching'
- Provision of alternative learning materials/ specialist equipment
- Provision of additional adult time in devising interventions and monitoring their effectiveness

- Access to Specialist Teaching and Educational Psychology Service (STePS) or other support services for advice on strategies, equipment, or staff training

### **Monitoring Progress**

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

- Narrows the attainment gap between child and peers
- Prevents the attainment gap widening
- Equals or improves upon the child's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the child's behaviour and emotional skills

### **Record Keeping**

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

- Information from parents
- Information on progress and behaviour
- Child's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

### **SEND Support Plans**

All children with identified SEND will have individual SEND Support Plans clearly setting out targets and any provision/ support made that is additional to and different from usual classroom provision.

For children with EHC Plans, provision will meet the recommendations on the plan. In subjects where all children have curriculum targets, these are used to inform SEND Support Plans. Curriculum targets are also recorded in books and displayed in the classroom.

Strategies for increasing children's progress will be recorded in a SEND Support Plan containing information on

- Short-term targets
- Teaching strategies
- Provision made
- Interventions made
- Child view
- Parent view
- The outcomes recorded at review

The SEND Support Plan will record only that which is different from or additional to differentiated curriculum and will concentrate on individual targets that closely match the child's needs. Parents will be invited to be involved in the target setting and review process.

### **Reviewing**

SEND Support Plans will be reviewed three times during the academic year. Teachers are responsible for reviewing SEND Support Plans and inviting parents to be part of the review process.

The SENCO will coordinate and attend review meetings at the request of teachers, parents or outside agencies.

## **Partnership with Parents/Carers**

Oakwood Infant and Nursery School firmly believes in developing a strong partnership with parents and carers. The school recognises that parents have a unique overview of their child's needs and how best to support them.

We aim to develop a partnership with parents by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- 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
- Inviting parents to SEND information sessions in school

## **Involvement of Children**

We recognise that all children have the right to have their voice heard and be involved in making decisions and exercising choice (SEND Code of Practice, 2014). Where appropriate all children are involved in monitoring and reviewing their progress. We endeavour to involve all children fully by encouraging them to:

- State their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum
- Self-review their progress and set new targets

## **Links with Education Support Services**

We aim to maintain useful contact with support services. For children requiring specialist support any one or more of the following agencies may be involved:

- Educational Psychology Service (EPS)
- Behaviour Support Service
- Specialist Teaching and Psychology Service (STePS)
- Educational Welfare Service
- Vulnerable Learners Service

The SENCO will maintain links with SENCOs through the SEND network and Inclusion Leader meetings.

## **Links with Other Services**

Effective working links are maintained with:

- Speech and Language Therapy Service
- Other Children and Young People's Services
- Community Health Service
- Family support and safeguarding
- Parent Partnership Service

We liaise with local schools, nurseries and children's centres as part of the transition process when children join or leave the school.

## **Complaints**

The school's complaints procedure is outlined in the school prospectus. If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the head teacher. The chair of governors may be involved if necessary.

The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

The Local Offer made by Derby City Council enables parents to have an overview of the SEN provision and facilities available at Oakwood Infant and Nursery School.

## **Review of the SEND Policy**

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.