



Oaklands Primary School  
Inclusion Policy for children with  
Special Educational Needs and  
Disability

Last Review: April 2022

Next Review: April 2023

**Vision Statement**

**Oaklands School Values: Respect, Kindness and Honesty**

At Oaklands Primary School our aim is that all children, whatever their individual need or disability, will reach their full potential and reasonable adjustments will be made to ensure this. We have high aspirations of and expectations for all pupils and focus on long term outcomes and the steps to success that are needed to achieve these outcomes.

## **Compliance**

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities (SEND) Code of Practice 0-25 (June 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools DfE Feb 2013 (updated June 2018)
- SEND Code of Practice 0-25 (June 2014 – updated April 2020)
- Schools SEN Information Report Regulations 2018 (updated February 2021)
- Statutory Guidance on Supporting pupils at school with medical conditions Sept 2014 (update August 2017)
- The National Curriculum in England Key Stage 1 and 2 framework document July 2014
- Keeping Children Safe in Education 2021 (KCSiE DfE 2021)
- Safeguarding and child protection Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was adapted by the SENCO, Mrs Kate Thompson in liaison with all staff, governors and parents of pupils with SEND in accordance with the spirit of the SEND Reforms 2014.

## **Links to other policies**

This policy links to our Mental Health and Wellbeing policy, Child Protection Policy, Anti Bullying and our Positive Behaviour Policy. It draws on our whole school use of Herts Steps, a therapeutic approach to behaviour management that aims to use training and resources to understand the causes of behaviours, rather than focus on the behaviours themselves.

**SENCO:** Mrs K. Thompson Email: [senco@oaklands.herts.sch.uk](mailto:senco@oaklands.herts.sch.uk)

Mrs K. Thompson is a qualified teacher and became SENCO in September 2022. She has started her SENCO Award in September 2023. She is also a member of the Senior Leadership Team.

Oaklands Primary School is an inclusive school where we aim to ensure the needs of all children are met effectively to realise ambitious outcomes. All teachers are teachers of all children including those with **Special Educational Needs and Disabilities (SEND)**.

## **Objective**

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND (Special Educational Needs and Disabilities) Code of Practice 2015
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs, to ensure the highest potential of all children irrespective of their starting point
- To provide an Inclusion Manager who will facilitate the SEND/ Inclusion policy

- To provide support and advice for all staff to enable them to provide quality first teaching to ensure inclusion of all pupils and their individual and unique needs

### **Identifying Special Educational Needs**

**The SEND Code of Practice 2014 defines SEND in the following ways:**

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

We assess all children here at Oaklands Primary School to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which is impacted by a particular need or a range of needs.

**The Four broad areas of SEN are:** (Taken from SEND Code of Practice 0-25 2015)

#### **1. Communication and Interaction**

Children with speech, language and communication needs (SLCN) have difficulties in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times in their lives. Children with Autistic Spectrum Disorder (ASD) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

#### **2. Cognition and Learning**

Support for learning difficulties may be needed when children learn at a slower pace than other children, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe learning difficulties as well as a physical disability or sensory impairment. Specific Learning Difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

#### **3. Social, Emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying

mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

#### **4. Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf and/or blind children and young people is available through the Social Care for Deaf/Blind Children and Adults guidance published by the Department of Health. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

#### **A Graduated Approach to SEN Support**

It is a class teacher's role to ensure that they are meeting the needs of all pupils, including those with Special Educational Needs and/or a disability. When a pupil at Oaklands Primary School is identified as having Special Educational Needs, provision will be put in place to overcome barriers to learning. As we gain a growing understanding of the needs of a child, the strategies and approaches that ensure that they make progress and achieve outcomes support will be developed and refined. This is a graduated approach involving a four part 'assess', 'plan', 'do', 'review' and may involve advice from external professionals such as an educational psychologist as necessary in later cycles.

- Children will be identified with Special Educational Needs and provision put in place following assessment in the classroom and specific assessments for particular needs combined with discussions with teachers in pupil progress meetings, as well as discussions with parents and children.
- The first step in supporting a child who has or may have Special Educational Needs is differentiated quality first teaching.
- Children may have additional intervention that will be outlined on an Individual Education Plan to enhance class learning, these are reviewed and updated at least termly by class teachers and Inclusion Coordinator along with the pupil and parents.
- Advice from external professionals for example an Educational Psychologist or Speech and Language Therapist, will be SENCO incorporated into planning for individuals in the classroom and through intervention, making reasonable adjustments as necessary to cater for needs
- Through this cycle, in collaboration with parents and with advice from external professionals, an assessment for a possible Education Health and Care Plan (EHCP) may be applied for Supporting Pupils and Families. Parents of a child with an EHCP will be offered a meeting every term with the SENCO or class teacher to discuss educational provision and progress against targets.

- Support for parents is detailed in the school's SEN Information Report (School Offer) on the Oaklands Primary School website: <http://www.oaklands.herts.sch.uk/>  
There is also a link through to the Local Authority offer from Oaklands Primary School SEN Information Report
- At Oaklands Primary School we work together with many external agencies as detailed in our SEN Information report. Parents will always be treated as partners supported to play an active role in their child's education enabling them to be fully involved when advice or support is sought from external professionals. Admission arrangements are detailed in the admissions policy
- We always endeavour to overcome barriers to learning for SEN children. Strategies used in the classroom will be replicated as far as possible during testing situations eg: children may have someone to read or write for them or extra time may be applied for.
- We thoroughly prepare children for transition from Reception to Year 1, Year 2 to 3 and Years 6 to 7 as well as between year groups. Our annual transition week during the summer term is a great support for both children and staff. This is explained in more detail in our SEN Information Report (School Offer) <http://www.oaklands.herts.sch.uk/parents-resources/sen-provision>

### **Supporting pupils at school with medical conditions**

- At Oaklands Primary School we recognise that pupils at school with medical needs should be properly supported so that they have a full access to education, including school trips and physical education. Some children with medical needs may have a disability and where this is the case the school complies with duties under the Equality Act 2010 ensuring that reasonable adjustments are made to remove barriers to learning and ensure that they are fully included
- Some children with medical needs that impact significantly on learning may have an Education Health and Care Plan
- It is the Head Teachers' responsibility to ensure that staff are suitably trained to meet the needs of children with medical needs; this may be all staff, for example EpiPen training or for individual staff members working with specific children. This will be done in conjunction with the relevant healthcare professional
- All staff will be made aware of medical needs of pupils. Children will be identified centrally in a place accessible to all staff.
- Where staff have specific responsibilities for the medical needs of a child, plans are put in place in case of staff absence to ensure that the appropriate care is always available
- Children will have individual healthcare plans as appropriate which will be regularly monitored involving parents and all relevant staff
- Risk assessments are written for individual pupils for school visits, trips, activities that are outside the normal timetable. We would work together to achieve this with parents and children and relevant health care professionals.

### **Monitoring and evaluating SEND**

- The quality of provision for pupils with SEND is regularly monitored by the Inclusion Coordinator in conjunction with other members of the Senior Leadership Team, teaching staff and some external professionals and with regular involvement from the SEND/Inclusion governor
- This is carried out through classroom observation, work scrutiny in discussion with pupils and parents, pupil progress review and monitoring of provision detailed on the schools provision map.
- This monitoring informs an active process of continual review and improvement of provision for all pupils

### **Training and Resources**

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development, this may be in house training, external courses or advice and support from external professionals
- All teachers and support staff undertake induction on taking up a post, to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The SENCO regularly attends termly Local Authority SEND Briefings in order to keep up to date with local and national updates in SEND
- The SENCO works with staff in other local schools to share good practice and work together to develop this.

### **Roles and responsibilities**

The SEND/Inclusion Governor works closely with the SENCO to monitor SEND provision and practice by

- Keeping informed about developments in Special Educational Needs
- Developing and maintaining awareness of special educational provision in Oaklands Primary school on behalf of the governing body
- Be familiar with the SEND/Inclusion policy and involved in its review
- Meet the SENCO to gain information about the provision for pupils with special educational needs and the implementation of the SEND/Inclusion policy
- Support the SENCO with monitoring of SEND provision across the school

The Inclusion Coordinator is responsible for:

- Overseeing the day-to-day operation of this policy
- Keeping the governing body informed about SEND issues and liaising with the governor for Inclusion regularly
- Ensuring that an agreed, consistent approach is adopted in line with the SEND Code of Practice 2015
- Liaising with and advising staff

- Working with staff and parents to identify pupils with SEND
- Carrying out detailed assessments and observations of pupils with specific learning needs
- Co-ordinating the provision for pupils with SEND
- Supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and support in the classroom
- Liaising closely with parents/carers of pupils with SEND
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents/carers
- Maintaining the school's SEND records
- Assisting in the monitoring and evaluation of progress of pupils with SEND
- Monitoring effectiveness of Interventions
- Contributing to the in-service training of staff
- Managing teaching assistants
- Ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils.
- Liaising with the SENCO in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other.
- Taking part in Local Authority SEND moderation. For example local cluster for exceptional needs funding

### **Class Teachers Responsibility**

- Meet the needs of all learners through appropriately differentiated quality first teaching
- Make reasonable adjustments to include all children as far as possible in all curriculum areas
- Work closely with parents and carers with the SENCO to assess, plan carry out and review provision maps or SEN plans and passports

### **Head Teacher's Responsibility**

- To have an overview of the SEND/Inclusion Policy and ensure that it is effectively implemented .
- The Head Teacher is the Designated Lead for Safeguarding (DSL), supported by two deputy DSLs - the SENCO and Pastoral Lead. The DHT will complete her DSL training in the Summer Term.
- The Head Teacher along with the Senior Leadership team are responsible for managing funding for disadvantaged pupils and Children Looked After

### **Storing and managing information**

- Documents and information regarding children with SEND are kept securely in a separate SEND pupil file in a secured cabinet

- Electronic files are kept on the Oaklands Primary School secured computer storage system and logged on CPOMS
- Any document and information related to any child with SEND will only be shared with relevant staff
- When a pupil with SEND in Year 6 leaves to go on to secondary school all records and information are transferred to the receiving school both in paper form and electronic form

### **Reviewing the policy**

- This policy will be reviewed annually in line with the SEND Code of Practice (2015)

### **Accessibility**

#### **Statutory Responsibilities**

- This section should be read in conjunction with the school's accessibility plan
- We are an inclusive school and we ensure that reasonable adjustments are made to remove barriers to learning for all pupils
- We do this primarily through quality first teaching to meet needs of all children and an Inclusive learning environment. For example, a child may have a personal laptop, sensory breaks or regular time out for physio or speech and language targets
- We do everything we can in collaboration with parents to ensure that all children can access the curriculum fully including school trips and clubs.
- The physical environment is accessible by all pupils including those who may need to use a Wheelchair (school site permitting). Physical aids are provided as necessary to children who need them or adjustments are made with the relevant professional support and advice

### **Dealing with complaints**

When a parent/carer feels unhappy with any aspect of provision they should first discuss this with the class teacher. If not satisfied following this meeting then an appointment needs to be made with the SENCO / Headteacher.

In the event of a formal complaint parents/carers should follow the procedure in the schools Complaints Policy which can be found on the school website [www.oaklands.herts.sch.uk](http://www.oaklands.herts.sch.uk)

### **Bullying**

- The ethos of inclusion is paramount at Oaklands Primary and children are truly supportive of each other
- In the unlikely incidence of bullying related to a Special educational need or disability, action would be taken and consequences given as detailed in the schools Anti-Bullying policy

### **Date for review**

**October 2022**

### **Distribution:-**

**A copy of this policy will be available to:-**



- a) all school governors
- b) all teaching staff
- c) all School Office staff (as required)
- d) all Parents (on request).

#### **Appendices**

##### **SEND Code of Practice 2015 0-25**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

##### **Equality Act 2010**

<http://www.equalityhumanrights.com/legal-and-policy/legislation/equality-act-2010>

##### **Special Educational Needs Information Report (School Offer)**

<http://www.oaklands.herts.sch.uk/parents-resources/sen-provision>