



# The Oak Partnership

**Special Education Needs and Disability  
Policy for Primary Schools**

**&**

**SEND Information Reports**

**Version 2.0**

**We are committed to safeguarding and ensuring the health, safety and well-being of all pupils in accordance with safeguarding procedures and guidance for staff outlined in the schools' Health and Safety, Child Protection, Security and Safeguarding policies.**

# SEND Policy

## Document Information

	Information
Document author:	HN
Document approval:	Standards Committee
Approval Date:	July 2024
Publication date:	March 2023
Review date:	July 2025
Review schedule:	Annual
Distribution:	Trust website
Document status:	Version 2.0

## Version Control

Version	Issue Date	Amended by	Comments
1.0	June 2023	HN	Combined policy created for Trust Primary Schools
2.0	July 2024	HN	<ul style="list-style-type: none"><li>Added and updated links for Somerset Graduated Response and Local Offer.</li><li>Slight change to wording in the section- 'How do we identify each child's SEND?'</li><li>Some SEND terminology added on page 7 to ensure clarity of process.</li><li>Additional detail added on page 8</li><li>Detail added to EHCP section and monitoring of SEND section, page 10, for process clarity.</li><li>More detail added to Role of SENDco section</li><li>Local appendices updated- Stoke St Gregory added.</li></ul>

## Contents

Aims and Intent .....	4
Special Educational Needs and Disabilities Policy Statement: .....	4
SEND Policy Objectives: .....	5
What are Special Educational Needs? .....	5
What is disability? .....	6
How do we identify each child's Special Educational Needs and/or Disability? .....	6
SEND Register and Consultation with Parents/Carers .....	7
What support can my child expect if they have a Special Educational Need? .....	8
How do we plan, monitor and review the support given? .....	10
Individual Education Plan (IEP) .....	10
SEND Reviews .....	10
Education, Health and Care Plan (EHCP) .....	10
How do we provide regular monitoring for each child? .....	11
How do we build a partnership with parents and provide them with on-going information about their children? .....	12

## *SEND Policy*

Developing Partnerships with External Agencies .....	12
Contact Details of Support Services available to Parents/Carers of children with SEND .....	13
Contacts within the School.....	13
Transitions.....	13
Enhanced Transitions .....	13
Admission Arrangements: .....	14
Allocation of Resources for SEN: .....	14
Storing and Managing Information-confidentiality:.....	14
Roles and Responsibilities: .....	14
Role of Headteacher .....	14
Role of the Class Teacher .....	15
Role of SEN Co-ordinator (SENCo) .....	15
Role of Teaching Assistants .....	16
Role of the Governing Body (Local School Committee).....	16
Training .....	16
Compliance: .....	17
Evaluating Policy: .....	17
Local Appendices – Blackbrook Primary School .....	18
Local Appendices – Ruishton CofE Primary School.....	19
Local Appendices – West Monkton CofE Primary School .....	20
Local Appendices – Stoke St. Gregory Primary School .....	21
Appendix 1 .....	22
EHCP Process .....	22
Appendix 2 .....	23
Intervention Protocol .....	23
Appendix 3 .....	25
IEP Protocol and Template .....	25

## Aims and Intent

### Special Educational Needs and Disabilities Policy Statement:

The Oak Partnership is inclusive and believes that every child should have the opportunity to fulfil their optimum potential in all areas of their education. We recognise that some children at our school will have Special Educational Needs and /or Disabilities which may have an impact on their education. As a Trust, we will endeavour to ensure that whatever the nature or severity of those needs, all children will have access to all areas of school-life. In order to do this, we will work within the guidelines of the latest SEND Code of Practice (2014).

Taking a child-centred approach, we aim to discover children's strengths and needs and identify any barriers to their learning. We aim to educate and develop individual talents, and support every individual's sense of being and sense of purpose.

The Oak Partnership has high expectations of, and for, all children. We aim to achieve these through the removal, or minimising, of barriers to learning and participation. We want all children to feel that they are a valued part of our school communities. Through appropriate adapted / differentiated curricular provision we recognise that children:

- have different education and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support, in many forms, for children who need help across all four broad areas of need: learning and cognition, communication and interaction, social, emotional and mental health and sensory and physical.
- planning to develop children's understanding through the use of a variety of resources and experiences;
- planning for children's full participation in learning and in physical and practical activities;
- helping children to manage their emotions, and any resulting behaviours, so they can take part in learning effectively and safely.

We support children in a manner that acknowledges their entitlement to share the same learning experiences as their peers. Wherever possible, we support children in the classroom situation but there are times when, to maximize the learning opportunity, we ask the children to work in small groups, or one-to-one with an adult, outside the classroom.

This SEND policy reinforces the need for teaching that is fully inclusive.

The Local School Committees will also ensure that appropriate provision will be made for all children with Special Educational Needs and Disabilities.

## SEND Policy Objectives:

- Ensure that the teaching of children with Special Educational Needs and / Disabilities is a whole school responsibility – every teacher is responsible and accountable for the progress and attainment of all the children in their class. As stated in the 2014 SEND Code of Practice (2014), High Quality First Teaching (HQFT) is the first step in responding to the needs of children who may / may not have Special Educational Needs and Disabilities.
- Provide access to a broad, balanced, rich, creative and relevant curriculum.
- Provide a differentiated and / or adapted curriculum appropriate to the individual's strengths and needs.
- Ensure early identification of each child's special educational needs and / or disabilities.
- To set out the framework for identification, assessment, provision and monitoring of support for children with Special Educational Needs and Disabilities.
- Ensure that parents / carers of children with special educational needs and / or disabilities are kept fully informed of their child's progress and attainment.
- Ensure that children are fully involved in decisions about how they should be supported (where age / maturity allows).
- To work closely with parents / carers and outside agencies and professionals to ensure clear and effective communication.
- To encourage the whole school community to demonstrate an inclusive approach.

## What are Special Educational Needs?

As set out in the 2014 Code of Practice:

*“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person 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 in mainstream schools or mainstream post-16 institutions.”*

The SEND Code of Practice 2014 outlines the following as broad areas of need for which additional SEND support may be necessary. Children may have identified needs in one, or more, of the four broad areas of need:

- Communication and interaction difficulties
- Cognition and learning difficulties
- Social, emotional and mental health difficulties
- Sensory, medical and/or physical needs

### What is disability?

The Equality Act 2010 gives the following definition of disability:

*“A person has a disability for the purpose of this Act if they have physical or mental impairment which has a substantial and adverse long-term effect on their ability to carry out normal day-to-day activities”.*

This definition of disability includes children and young people with long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have special educational needs, but there is a significant overlap between disability and special educational needs. A child or young person may therefore be covered by both SEND and disability legislation.

### How do we identify each child's Special Educational Needs and/or Disability?

The Oak Partnership Trust has a whole-school approach to SEND policy and practice. Pupils identified as having Special Educational Needs and/or Disabilities are integrated into mainstream classes. All pupils have full access to the National Curriculum and are encouraged to take part in all aspects of school life.

The SEND Code of Practice 2014 makes it clear that:

- All teachers are teachers of pupils with Special Educational Needs and/or Disabilities.
- All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCO, will ensure that those children requiring different or additional support are identified at an early stage.

The SENCO and all class teachers meet three times per year to discuss the identification of, and provision for, children with special educational needs and disabilities. The purpose of these meetings is to review the effectiveness of the additional and / or different provision in place for children identified as having SEND.

The SENCO and class teachers will also discuss any children that may have SEND and agree 'next steps' for provision and / or assessment as part of a graduated response. The record of these meetings forms part of the 'Assess, Plan, Do, Review' (APDR) cycle for the children raised for discussion. Following the summer SEND review meeting, the current class teacher and new class teacher meet to ensure effective transition year on year.

Assessment is the process by which pupils with Special Educational Needs and/or Disabilities can be identified. Whether or not a pupil is making progress is seen as a key indicator when considering the need for 'SEND Support' provision that is additional and / or different to the provision usually available to children of the same age.

Early identification of pupils with SEN is essential. The school will assess each child's current levels of attainment on entry to the setting. This allows teachers to build upon the pattern of learning and experience already established during the child's pre-school years or at another educational setting. If the child already has an identified Special Educational Need and/or Disability in the Early Years setting, or has arrived from another school,

## SEND Policy

information will be transferred to the school. The SENCo and the child's class teacher will use this information to:

- Provide starting points for the development of an appropriate differentiated and / or adapted curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment process to identify strengths and needs across all four broad areas of need
- Ensure ongoing observation and assessment provide regular feedback about the child's achievements, and experiences, to form the basis for planning the next steps of the child's learning
- Involve parents, carers, and children, in all stages of the 'assess-plan-do-review' cycle, and in implementing a joint learning approach at home

### SEND Register and Consultation with Parents/Carers

As indicated above, assessment is the process by which pupils with Special Educational Needs and/or Disabilities can be identified.

Where it is identified that a child has a specific need in one, or more of the four broad areas of need, and that these needs cannot be met through adapted and / or differentiated 'high quality first teaching' it may be appropriate to add that child to the SEND register. At this point, teachers and/or SENCO will proactively consult with the child, where appropriate, as well as parents/carers to ensure that planning is put in place to meet the need identified; individual targets are set out in an 'Individual Education Plan' (IEP) and a cycle of APDR will commence. If necessary, further advice and consultation may be sought both from expertise within the Trust and/or partnerships with external agencies and professionals.

Where a child has been identified as having complex special educational needs and / or disabilities, that cannot be met through additional and / or different provision at SEND support, both school and / or parents / carers may deem it appropriate to consider requesting a statutory assessment for an Education Health and Care Plan for the child. This process is exemplified in [Appendix 1](#).

At the Oak Partnership, we also consider what is **not SEN** but may impact on progress and attainment.

Disability -The Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of pupil premium grant
- Being a looked after child
- Being a child of service parent/carer

We remember and recognise that identifying behaviour as a need will no longer be an acceptable way to describe SEND. Any concerns relating to child or young person's behaviour should be described as an underlying response to a need which we will be able to recognise and identify clearly.

## What support can my child expect if they have a Special Educational Need?



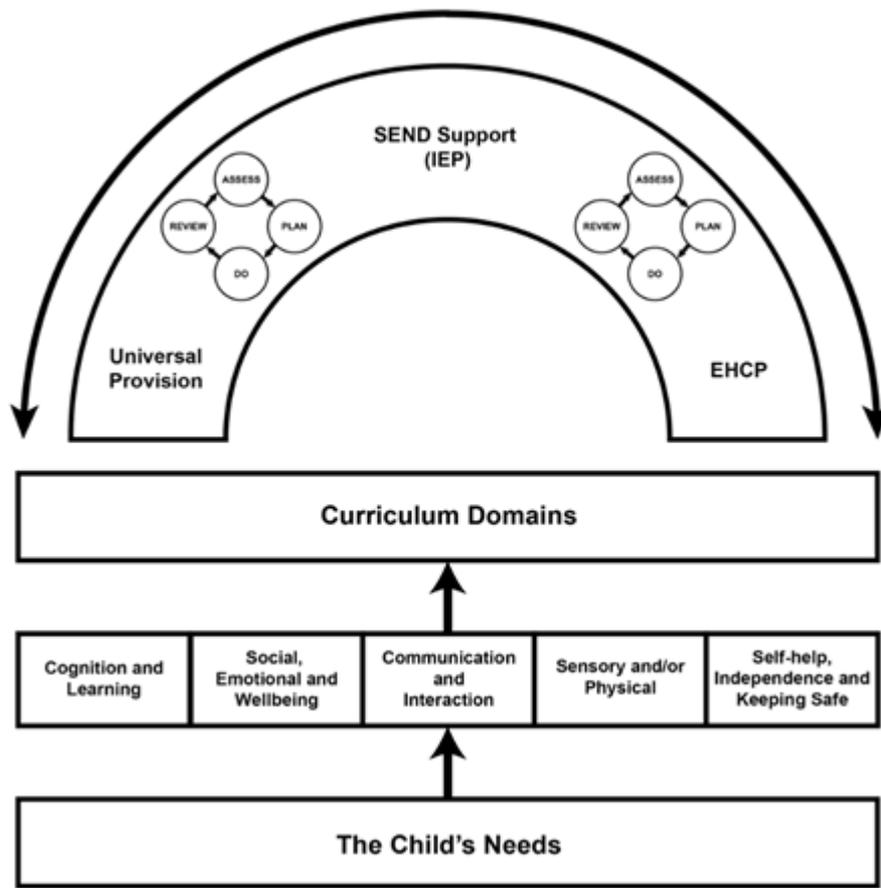
The SEND Code of Practice (2014) advocates a graduated response to meeting pupils' needs. When children are identified as having Special Educational Needs and / or Disabilities, the school will intervene through 'SEND Support'.

We take a graduated approach to meeting children's needs at 'SEND Support'. This involves accurately identifying children's strengths and needs and then adapting and / or differentiating teaching to meet children's needs. This graduated response is underpinned by an ongoing cycle of: **assess – plan – do – review (APDR)**.

All schools in The Oak Partnership are inclusive and strive to nurture and inspire all children to reach their highest possible potential in all aspects of school life. We aim to identify children's strengths and needs, reduce, or remove any barriers to learning, and support their development in the most appropriate and effective way. We achieve this through the SENCo, and the child's class teacher, working closely with parents/carers and children to agree on the action needed to help the child to progress. Our approach to supporting children who we have identified as having barriers to their learning/SEND, is detailed below, through:

1. Additional support through adaptation and differentiation of the curriculum, as illustrated in our Oak Partnership Curriculum Pathway. Firstly, the child's areas of strength and need are identified through our assessment process. Subsequently, considerations are made as to whether the child can access the curriculum as part of our adapted and / or differentiated 'universal provision'. If this is not the case, the child may need provision that is different or additional to that usually available to children of the same age at 'SEND Support'.

## SEND Policy



2. Provision of 'specialist equipment'.
3. In-class group or individual support by class teacher, teaching assistant or professional from an external agency.
4. Periods of withdrawal to work on targeted, short term, intervention programmes with a teacher or teaching assistant.

***'The term 'intervention' refers to a short-term, research-based, focused teaching approach delivered individually or in a small group. Interventions have a specific set of outcomes that have been planned for a child (or group of children) who need(s) provision that is 'different' or 'additional' to that usually provided for children of the same age, in order to make progress.***

Interventions are used alongside adapted and / or differentiated high-quality first teaching methods so that all children make positive outcomes alongside their peers. The system used to select, monitor and evaluate interventions for all children is described in the **'Intervention Protocol'** see **Appendix 2**.

5. Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
6. Staff development and training
7. Access to outside agencies for advice on strategies or equipment
8. Additional support provided by our Pastoral Assistants, and or ELSAs, to support children with SEND who may have needs linked to their social, emotional and mental health

## SEND Policy

9. Staff proactively encouraging peer interactions, both planned (through the Intervention Protocol) and unplanned naturalistic opportunities to support children throughout the school day

This policy should also be seen alongside the Accessibility Policy and Plans which include how we:

- Increase the extent to which disabled children can participate in the curriculum
- Improve the physical environment to enable disabled children to take better advantage of the education, benefits, facilities and services we provide
- Improve the availability of accessible information to disabled pupils

### How do we plan, monitor and review the support given?

#### Individual Education Plan (IEP)

IEPs, are the means by which we plan for a child's additional support. These plans record the strategies employed to enable a child to progress. They will include information about:

- Short term targets set for the child
- Teaching strategies to be used
- Provision to be put in place
- The date for the plan to be reviewed
- The success criteria
- Resources needed
- Progress made towards targets / outcomes set out in the plan

IEPs record only that which is different from, or additional to, the differentiated and/ or adapted provision usually available to children of the same age. Individual Education Plans concentrate on a small number of measurable outcomes that closely match the pupils' identified needs. IEPs will be reviewed at least termly in line with the graduated response and cycles of assess, plan, do, review (APDR). The school will endeavour to hold the reviews in an informal manner, and the views of the child, and their parent / carer, will be actively sought. The child's voice will be captured using a method that is most accessible to the child – e.g. voice recording, video, pictures, presentations using assistive technology. **See Appendix 3 – IEP Protocol and Template.**

### SEND Reviews

#### Education, Health and Care Plan (EHCP)

The purpose of an EHC plan is to make special educational provision to meet the special educational needs and / or disability needs of a child with the **most complex needs**. The aim is to secure the very best possible outcomes for children with the most complex needs across: education (all four broad areas of need); health and social care and, as they get older, prepare them for adulthood. Where a request for statutory assessment (EHCP) is made by a school to the Local Authority (LA), the child will have demonstrated significant cause for concern over an extended period of time.

When making a request for an EHCP assessment, the school must be able to demonstrate to the LA an extensive graduated response to meeting the child's complex needs. The LA

## SEND Policy

will also need clear information about the child's progress over time, documentation relating to strategies in place to meet the child's individual needs - including any special resources and arrangements that are put in place. Reports from any external agencies involved with that child will also be requested.

The LA will decide whether an EHC plan assessment is necessary or whether the child's needs can be met through additional and / or different provision SEND support alongside high quality first teaching.

As a Trust we will liaise with parents/ carers and children throughout this process. **See Appendix 1 – EHCP Protocol.**

### How do we provide regular monitoring for each child?

In line with cycles of '**assess – plan – do – review**', children's progress is measured against their targets using a range of sources, including:

- Feedback from the child and their parent / carer
- Evidence obtained by teacher observation and assessment
- Their individual performance (as measured against 'Age Related Expectations' as defined by the National Curriculum)
- Standardised screening of ability in core areas of learning
- Records and information from Pre-school/Nurseries or other schools previously attended
- Information shared by parents/carers
- Individual diagnostic testing results (where appropriate)
- Termly IEP reviews
- Intervention Planning Sheets
- Learning Review Week monitoring activities
- SEND review meetings with SENCoS and teaching staff
- Any other assessments carried out
- Advice, guidance and assessment carried out by professionals from external agencies

The schools' systems for observing and assessing the progress of individual children will provide information about areas where a child is struggling to make progress. Under these circumstances, class teachers may consult the SENCo, at any time, to discuss what else might be done to help the child. The SENCo may carry out further investigations through classroom observation, or more detailed assessments, of the child's strengths and needs. This may lead to the conclusion that a child requires provision that is different, or additional to, that which is normally available to their peers. This additional / different provision is known as 'SEND Support'.

The key indicator of the need for additional action is evidence that current rates of progress, based on a child's previous rates of progress or expected progress for that child, are slowing or have stopped.

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

- Closes the attainment gap between the child and his / her peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers

## *SEND Policy*

- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour

Success is evaluated by reviewing children's progress on a regular basis. In addition, the school ensures that all possible help from external agencies and professionals has been sought to aid with the assessment, programme planning and teaching of pupils with SEND. The children, and their parents / carers are involved in every aspect of reviewing progress towards targets.

### **How do we build a partnership with parents and provide them with on-going information about their children?**

The Trust recognises that parents / carers hold key information, and have invaluable knowledge and experience, to contribute to the shared view of a child's strengths and needs, and the best ways of supporting them.

- All parents / carers of children with Special Educational Needs and/or Disabilities will be encouraged, and supported, to play an active role in their child's education.
- Parents / carers will be informed as soon as the school becomes concerned about a child's progress and / or attainment in any of the four broad areas of need.
- Parents / carers will be kept informed of their child's progress and will be invited to regular reviews of their child's learning and development.
- Parents / carers will have access to written information about their child and be involved at each stage of their child's education.
- Parents / carers will be consulted and permission obtained before their child is referred to an outside agency.
- The school's SEND policy and Annual SEND Information Report is readily available to all parents / carers via the Oak Partnership Trust website and any Trust schools within it.
- If parents / carers of children with SEND are dissatisfied with a school's response, having raised them locally with the class teacher, phase leader / senior teacher, SENCo and Senior Leaders, then the Trust have a complaints policy to enable these concerns to be investigated.

### **Developing Partnerships with External Agencies**

The Trust recognises that external agencies also hold vital information and have invaluable knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

The Trust is committed to working closely with a range of professionals from external agencies to achieve the best possible outcomes for every child. External agencies work with children only with the consent of their parent/carer. Schools will proactively engage external

professionals at the time deemed most appropriate based on the child's strengths and needs and the cycle(s) of APDR.

### Contact Details of Support Services available to Parents/Carers of children with SEND

For information on the services available for children and young people up to 25 years with special educational needs and/or disabilities (SEND) and how to access them you can access Somerset's SEND Local Offer.

- [Somerset's Education and Families - The Local Offer](#)
- [Somerset's Graduated Response Tool - Links to Early Years and School Age](#)

### Contacts within the School

In each school there are named professionals who can offer support if children, and / or parents /carers, require advice or guidance. In the first instance, we encourage families to approach their child's class teacher, then the school SENDCo, followed by the Headteacher.

The names of these professionals for each school can be found in '[Local Appendices](#)'.

### Transitions

The Oak Partnership provides additional support for all children with Special Educational Needs and Disabilities who are making a 'transition' to a new phase in their education, including: from Pre-School provision; to Secondary School provision and any change of placement in-between.

The schools work closely with their on-site early years' providers (where one exists) as well as other nursery / pre-school provisions to ensure that children have a happy and successful start to Primary School. Where children have Special Educational Needs and Disabilities the SENCo, Class Teachers and, where appropriate, Teaching Assistants attend 'School Entry Planning Meetings' with parents/carers, and professionals from a range of external agencies, to ensure the child's needs are met at Primary School.

At the end of every academic year, when a child moves on to a new class, a transition meeting will be held between the child's current class teacher and their next class teacher. At the meeting, the teachers will review the child's most recent cycle of APDR. They will discuss what has already been done to meet a child's needs, and reduce barriers to learning, and agree initial next steps for the first few weeks of the Autumn Term. Where necessary, for children with the most complex needs, class teachers will meet with the parents/carers of children with SEND to discuss a child's strengths, needs, and provision, in preparation for the coming academic year.

### Enhanced Transitions

For a small number of children with the most complex needs, it may be identified and agreed that, for a successful transition between school placements, an 'enhanced transition' is necessary. Enhanced transitions are agreed through discussion with the child, and their

## *SEND Policy*

parent / carer, alongside educational providers and other external professionals. The transitions are child-centered and based on the child's individual strengths and needs.

### **Admission Arrangements:**

The Local Committee believes that the admissions criteria should not discriminate against children with SEND and no child will ever be refused admission to our schools because they have a Special Educational Need / Disability. Any child who has an Education and Health Care Plan (EHCP) can only be admitted with the consent of the Local Education Authority (LEA), where the school is named in the child's EHCP.

### **Allocation of Resources for SEN:**

Funding for SEND will be provided annually. The exact amount will depend upon funds devolved from the school budget through Elements 1 and 2 of school funding. This is calculated by the Education, Skills and Funding Agency (ESFA) through the use of a formula.

Additional funds to meet the needs of individual pupils with severe and complex needs are made available through 'Higher Needs Funding' (via Somerset Local Authority) linked to the child's strengths and needs as set out in their EHCP.

The Headteachers, SENCos and Senior Teachers are responsible for the operational management of the specified and agreed resourcing for SEND provision within the school, including the provision for children with EHCPs. Resources are allocated based on the strengths and needs of the children in each class and year group. Support timetables will be updated at least termly to reflect changing needs and will respond flexibly to transient needs.

### **Storing and Managing Information-confidentiality:**

Records belonging to children on the SEND register, and those for whom monitoring arrangements are in place, are maintained by the SENCo. These records are stored securely. Pertinent information is shared with staff and other professionals involved in a child's support and care. The school uses CPOMs (an online system) to facilitate effective and secure communication between staff. In line with GDPR protocol, any access to information has to be requested through SAR (Subject Access Request).

### **Roles and Responsibilities:**

It is the responsibility of all staff to promote and maintain an inclusive ethos within the school.

#### **Role of Headteacher**

The role of the Headteacher is to ensure that the school's SEND policy is carried out according to the procedure recommended by the 2014 Special Educational Needs and Disabilities Code of Practice. They will brief the Governing Body of arrangements and provision and work closely with the school's SENCo.

### Role of the Class Teacher

All teachers are teachers of children with special educational needs and / or disabilities. Teaching such children is the responsibility of all class teachers:

- The class teacher should be involved in the development of the schools SEND policy and be fully aware of the school's procedures for identifying, assessing and making additional / different provision for children with SEND.
- It is the class teacher's responsibility to identify children who may have special educational needs and / or disabilities and seek advice where necessary. Class Teachers will use a range of sources to identify whether a child may have a special educational need and / or disability, including, but not limited to: Pupil Progress or SEND Review meetings, class based observation, assessment, and knowledge of individual children and monitoring of intervention strategies.
- As set out in Section 6 of the Special Educational Needs and Disabilities Code of Practice (2014), class teachers are responsible for meeting the needs of all children including those with special educational needs and / or disabilities.
- Class teachers are responsible for ensuring that learning activities and opportunities are suitably differentiated and / or adapted for ALL pupils.
- Class teachers are responsible for ensuring appropriate intervention strategies are in place and sufficient records are kept up to date to demonstrate targeted support.
- Class teachers are responsible for involving children and their parents/ carers in SEND processes at the school.

### Role of SEN Co-ordinator (SENCo)

The SEND Co-ordinator (SENCo) is a qualified teacher (QTS) and is a member of the Senior Leadership Team (SLT). The SENCo will have completed the: National Award for SEN Coordination (NASENCo). New SENCos will be expected to complete the NASENCo within 3 years of being appointed to the role.

The SENCo plays a crucial role in the school's SEND provision. This involves working with the Headteacher, Senior Leaders, Teachers, Teaching Assistants, Local School Committee (Governing Body) and external agencies and professionals to determine the strategic development of the policy.

Other responsibilities include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating the provision for pupils with SEND
- Liaising and giving advice to fellow teachers
- Supporting Phase Leads with the deployment of teaching assistants (TA)
- Overseeing the records of pupils with SEND, including Individual Education Plans
- Liaising with parents / carers
- Contributing to the continuing development of staff
- Liaising with external agencies and professionals
- Coordinating Annual Reviews for all children with EHCPs.
- Monitoring and evaluating the school's SEND provision by regularly meeting with staff and reviewing class records, intervention programmes, assessment data and Individual Education Plans.
- Provide an Annual Report to the Governing Body in the Summer Term.
- Managing and maintaining a range of resources to enable appropriate provision for children with Special Educational Needs and/or Disabilities.

## SEND Policy

- Liaising with Secondary Schools and Nurseries / Pre-schools to ensure efficient transfer of children in EYFS and Year 6 with Special Educational Needs and/or Disabilities

### Role of Teaching Assistants

All support staff are expected to deliver quality provision, under the guidance of the class teacher, which often involves working with children with SEND. Training to ensure the continuing professional development of support staff is arranged according to whole school and individual pupil strengths and needs. The contribution by support staff in the day-to-day implementation of the SEND policy is highly valued and forms a crucial part of the success of the policy. In line with the SEND Code of Practice (2014), the class teacher is the first port of call for teaching assistants to discuss issues relating to pupils with SEND. The SENCo may be involved where further advice or discussion is needed. It is recognised that where strong liaison between class teacher, teaching assistant and the SENCo exists, children's needs are met more effectively.

### Role of the Governing Body (Local School Committee)

The Governing Body has due regard to the Code of Practice (2014), and other associated pieces of legislation (e.g. The Equalities Act), when carrying out its duties towards all children with Special Educational Needs and Disabilities. They are committed to securing the best possible provision for any child identified as having Special Educational Needs and/or Disabilities. The Governing Body will report annually to parents / carers on the effectiveness of the school's policy for children with Special Educational Needs and/or Disabilities.

It is the legal duty of the Governing Body to:

- Ensure special educational provision is effective
- Ensure the Special Educational Needs and/or Disabilities of children are known to all who teach them
- Ensure that all teachers are aware of the importance of identifying and providing for those who have Special Educational Needs and/or Disabilities
- Have regard to the Code of Practice (2014) when carrying out their duties towards all pupils with Special Educational Needs and/or Disabilities

The Governors, in consultation with the Headteacher and other leaders, determine the School's SEND policy and provision for children with SEND; establish the appropriate staffing and funding and generally oversee the school's work in meeting the needs and implementing the Policy.

### Training

All staff working in the Oak Partnership Trust receive training necessary to fulfil their roles, this includes statutory training such as:

- Safeguarding
- PREVENT

## SEND Policy

Trust SENCOs are supported in obtaining the necessary professional development qualifications (NASENCo). SENCOs are made aware of relevant courses and attends, where possible, area and local SENCo meetings and an Annual Conference.

Individual schools' expertise is illustrated in the '**Local Appendices**'.

All staff will also be given the opportunity to learn and develop appropriate specialist skills and knowledge, identified through Trust's monitoring systems, specifically, 'Learning Review Weeks.'

Performance Management for all staff identifies training needs and records are held in personnel files.

Additionally, the SENCo, Senior Leaders and Domain Leads (subject leads), may provide training for school staff through INSET training days and Professional Development Meetings, these may be held locally or trust wide.

***Note, our Trust Accessibility Policy and Plans outline adaptations made to our school sites in order to meet the particular needs of both our children and adults within our communities. The Accessibility Policy is available on The Oak Partnership website:***

### [Accessibility Policy and Plans](#)

### **Compliance:**

This policy complies with the statutory requirement laid out in the SEND Code of Practice (2014), and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013;
- School SEND Information Report Regulations (2014);
- Statutory Guidance on supporting pupils at schools with medical conditions (April 2014);
- National Curriculum in England Key Stage 1 and 2 Framework document – September 2013;
- Safeguarding and Child Protection Policy;
- Trust Accessibility Policy and Plans;
- Teachers' Standards 2012;
- The Oak Partnership Inclusion Policy.

### **Evaluating Policy:**

This policy will be updated on a regular basis. The following information will be used to inform the effectiveness of the policy:

- Statutory Assessment data and other progress and attainment data reported annually to Directors and Governors;
- Regular meetings between the SENCo and SEND Governor;
- School Annual Review meeting with the Chair of Governors;
- School Development/Improvement Plan (SIP);
- Self-Evaluation Form (SEF);
- Performance management feedback;
- SEND Collaborative conversations.

## Local Appendices – Blackbrook Primary School

### Key Contacts

**Headteacher:** Dan Seviour

**SENDCo:** Paula Steed

### Training Provided

Staff Trained (group or initials)	Training Provided
Key Staff	Personal Care
All Teachers	Somerset Graduated Response Tool
All Teachers	Somerset Children’s Neurodevelopmental Assessment Pathway
All Teachers	Target Setting
Key Staff	Sensory Circuits
Key Staff	Precision Teaching
DL	Individualised Literacy Intervention (ILI)
All Staff	Emotion Coaching
JB	Emotional Literacy Support Assistant Training: ELSA
KB, GC	Lego Therapy
Key Staff	Using the STARR Behaviour Observation Tool
Key Staff	Administering Epipen Injections
Pastoral Team	Mental Health Lead in Schools
Pastoral Team	Mental Health First Aider
Pastoral Team	SCERTS: Social Communication and Emotional Regulation Transactional Support
Pastoral Team	Trauma Trained
DG, DL	THRIVE Approach
Safeguarding Team	EHA: Early Help Assessment Training
Pastoral Team	EBSA: Emotional-Based School Avoidance
Key Staff	ADHD Awareness Training
Safeguarding Team	Child Sexual Abuse
Pastoral Team	Developing Trauma-informed and Relational Approaches
Safeguarding Team (DSLs / DDSLs)	Advanced Child Protection (Multi-agency) 2- day

### Facilities to Support Disabled Children to Access School

- Changing Bed
- Accessible Shower
- Accessible Toilets
- Whole school site is wheelchair accessible

For further information, please see below our full Accessibility and Policy Plans for the Trust Schools:

[Accessibility Policy and Plans](#)

## Local Appendices – Ruishton CofE Primary School

### Key Contacts

**Headteacher:** Hannah Collier

**SENDCo:** Paula Steed

### Training Provided

Staff Trained (group or initials)	Training Provided
All Staff	Emotion Coaching
All Teachers	Somerset Graduated Response Tool
All Teachers	Somerset Children's Neurodevelopmental Assessment Pathway
All Teachers	Target Setting
Key Staff	Personal Care
Key Staff	Stoma Care
Key Staff	Sensory Circuits
Key Staff	Precision Teaching
Key Staff	Supporting Children with Epilepsy at School
Pastoral Team	Mental Health Lead in Schools
Pastoral Team	Mental Health First Aider
Pastoral Team	SCERTS: Social Communication and Emotional Regulation Transactional Support
Pastoral Team	Trauma Trained
GP	Attachment Mentoring
GP	Sensory Processing and Integration
GP	Makaton
GP	PECS Communication
GP	THRIVE Approach
SL	Emotional Literacy Support Assistant Training: ELSA
HC, GP	EHA: Early Help Assessment Training
Pastoral Team	EBSA: Emotional-Based School Avoidance
EA	Individualised Literacy Intervention (ILI)
EA	SLC: Speech, Language and Communication

### Facilities to Support Disabled Children to Access School

- Changing Bed
- Accessible Shower
- Accessible Toilets
- Whole school site is wheelchair accessible
- Hoist
- Pastoral Support Room

For further information, please see below our full Accessibility and Policy Plans for the Trust Schools:

[Accessibility Policy and Plans](#)

## Local Appendices – West Monkton CofE Primary School

### Key Contacts

**Head of School:** Helen Newstead

**SENDCo:** Kate Prinn

### Training Provided

Staff Trained (group or initials)	Training Provided
Key Staff	Catheter Care
Key Staff	Gastrostomy Care
Key Staff	Personal Care
Key Staff	Administering Epipen Injections
Key Staff	Managing Diabetes
Key Staff	Supporting Children with Epilepsy at School
Key Staff	Administering midazolam (rescue medication) to children with epilepsy at school.
All Teachers	Somerset Graduated Response Tool
All Teachers	Somerset Children's Neurodevelopmental Assessment Pathway
All Teachers	IEP Target Setting
All Teachers	Adaptative Teaching
All Teachers	Understanding
Key Staff	Sensory Circuits & Attention Bucket
Key Staff	Precision Teaching
Key Staff	ADHD/ASD Awareness Training
LR, FG, ST	Individualised Literacy Intervention (ILI)
All Staff	Emotion Coaching
JP, PS	Emotional Literacy Support Assistant Training: ELSA
LR, JP, VB	Lego Therapy
All TAs	Scaffolding for Independence
Pastoral Team	Mental Health Lead in Schools
Pastoral Team	Mental Health First Aider
Pastoral Team	Trauma Trained
Pastoral Team	EBSA: Emotional-Based School Avoidance

### Facilities to Support Children with Disabilities to Access School:

- Therapy Bed
- Hoist
- Changing Bed
- Accessible Shower
- Accessible Toilets
- Whole school site is wheelchair accessible
- 'Sound Clouds'

For further information, please see below our full Accessibility and Policy Plans for the Trust Schools:

[Accessibility Policy and Plans](#)

## Local Appendices – Stoke St. Gregory Primary School

### Key Contacts

**Head of School:** Barney Rycroft

**SENDCo:** Carly Anderson

### Training Provided

Staff Trained (group or initials)	Training Provided
Key staff	ELSA
Key staff	Epipen training
Key staff	Sensory circuits
Key staff	Six Bricks Language Intervention
Key staff	Neuro-Developmental Pathway
Key staff	Crisis Prevention Institute – de-escalation and crisis management
Teaching staff	Adaptive teaching
Teaching staff	IEP writing and target setting
Teaching staff	EEF- scaffolding
Teaching staff	Somerset Graduated Response Tool
All staff	Unlocking Letters and Sounds – whole class and interventions

### Facilities to Support Children with Disabilities to Access School:

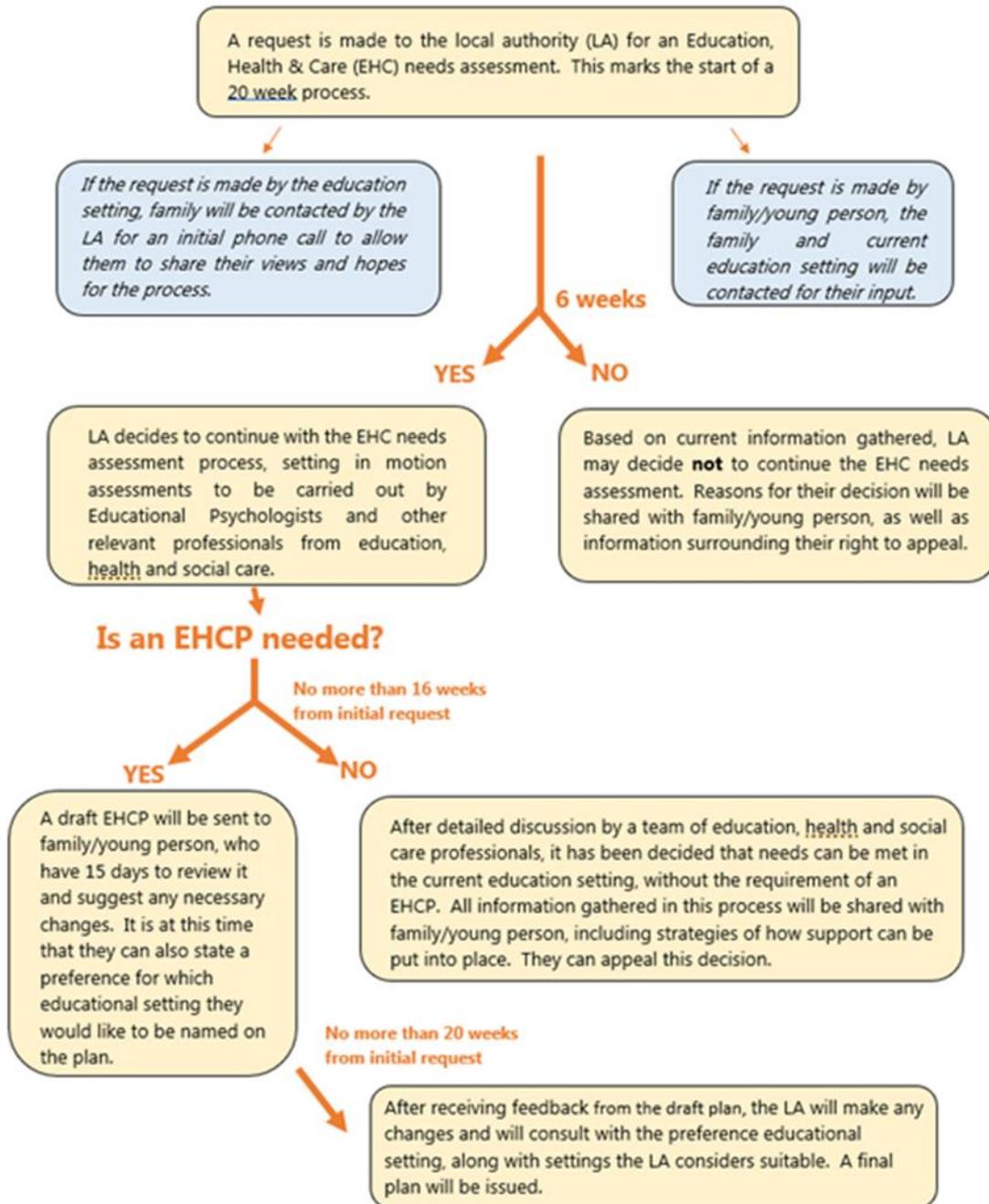
- Accessible toilet

For further information, please see below our full Accessibility and Policy Plans for the Trust Schools:

[Accessibility Policy and Plans](#)

Appendix 1  
EHCP Process

**Stages of the Education Health & Care Needs Assessment Process**



## Appendix 2

### Intervention Protocol

#### Oak Trust Intervention Protocol

##### Assess

\*The class teacher identifies a need for intervention in order to ensure good progress and attainment – this decision may be supported by:

- formative and / or summative assessment
- discussion at Pupil Progress Meetings
- discussion at SEND Review Meetings
- Learning Review Week monitoring
- Meetings with parents / carers
- discussion at SLT
- advice from external agencies and professionals
- discussion with teaching assistants

Or

\*The SENCO, or SENCo Assistant or teaching assistants, through the use of assessment tools, identifies the need for intervention in order to ensure good progress and attainment.

##### Plan

\*With guidance from the SENCo / SENCO Assistant / Senior Leader / External Professionals, the Class Teacher selects a research-based intervention that will meet the child's needs as identified in the 'assess' stage.

Or

\*With guidance from the SENCo / SENCO Assistant / Senior Leader / External Professionals, Class Teacher plans an intervention. (Using guidance from EEF on features of effective interventions).

\*Intervention Planning Sheet is completed by the Class Teacher.

\*With support and guidance from the Class Teacher, 'Start Data' is collected by the professional leading the intervention.

\*Intervention plan, with start data, is emailed to the SENCo Assistant.

\*SENCo Assistant / SENCo Support adds intervention group, learning goal, and start data to whole school provision map, and individual children's files, on Insight.

\*Intervention begins.

##### Do (Intervention Monitoring)

\*The success of interventions is monitored session by session, via formative assessment, by the class teacher and / or teaching assistant / teacher leading the intervention.

\*If the professional leading the intervention determines that an intervention is ineffective, immediate action will be taken. The intervention will be stopped and alternative intervention found – the assess / plan phase will begin again. A new intervention will begin.

## SEND Policy

\*During Learning Review weeks (6 x per year) the SENCo, and Senior Leaders, will monitor the effectiveness of interventions and report findings to the Headteacher for action during the next school improvement cycle. This includes CPD for TAs / Teachers planning and leading interventions.

\*Where an intervention is found to be ineffective immediate action will be taken (see above).

### Review

\*At the end of the intervention cycle (usually a term), the professional leading the intervention will collect 'end data' to measure the impact of the intervention.

\*End data emailed to SENCo Assistant / SEND Support and added to the whole school provision map and individual children's files on Insight.

\*The impact of interventions will be discussed with parents / carers by the Class Teacher at parent / carer consultation meetings and at other parent / carer meetings with the SENCo – e.g. Annual Reviews.

\*The SENCo, and Senior Leaders, will review the effectiveness of interventions for individual children, and for the school – including considerations of 'value for money'. Feedback will be given to Class Teachers and the Senior Leadership Team and used to inform the next APDR cycle.

## Appendix 3

### IEP Protocol and Template

#### Oak Trust IEP (Individual Education Plan) Protocol

##### Assess

\*The class teacher identifies a need for an IEP in order to ensure good progress and attainment – this decision may be supported by:

- formative and / or summative assessment
- discussion at SEND Review Meetings
- Meetings with parents /carers
- Any child that is receiving provision that is different or additional to their peers.

Or

\*The SENCO, or SENCo Assistant, identifies the need for an IEP in order to ensure good progress and attainment for an individual child.

##### Plan

\*IEP sheet is completed by the Class Teacher with guidance from the SENCO / SENCO Assistant.

\*Class Teacher will set SMART targets for the individual child, based on their current identified needs and areas to develop. These targets should be written in conjunction with a child's EHCP where appropriate.

\*The IEP should identify the support in place, and criteria for how success will be measured.

\*IEP, with start data/End, is emailed to the SENCo Assistant.

\*IEP cycle begins

##### Do (IEP Monitoring)

\*If the professional monitoring the IEP determines that an IEP is not appropriate, immediate action will be taken and the IEP will be reviewed.

\*SENCo Assistant / SENCo Support adds IEP data to the Trust tracking sheet each term/ end of term of IEP.

\*The IEP will be discussed with parent/carer at Parents evenings

\*The child's voice will be recorded as part of the IEP process.

## SEND Policy

<b>Review</b>
<p>* Where a child does not achieve an IEP target steps will be taken to reflect on the suitability of the target and support in place.</p> <p>*The IEP's will be discussed at Termly SEND Review meetings.</p> <p>* Feedback will be given to Class Teachers and the Senior Leadership Team and used to inform the next APDR cycle.</p>

	<b>Individual Education Plan- First Last</b> DD.MM.YYYY <i>School Name</i>	Year: # Class: Teacher:	Term: Plan No: Duration:	SEN Concern SEN Support EHCP		
<b>Assess</b>	<b>Area of Need</b>	<b>Area of Need</b>	<b>Area of Need</b>			
What I need some help with:						
<b>Plan/Do</b>	<b>SMART Target 1</b>	<b>SMART Target 2</b>	<b>SMART Target 3</b>			
What I am going to learn:						
How I can show that I've learnt it:						
What I will do to help me learn:						
What I will use to help me learn:						
Who will help me:						
When I will work on my target:						
Additional Comments:						
<b>Child/Parent/Carer Views</b>						
Child: What I think about my targets:						
Parent / Carer: What my parent/carer thinks about my targets:						
<b>Review</b>						
	<b>Target 1</b>		<b>Target 2</b>		<b>Target 3</b>	
How did I get on?	I still need some help with this	I achieved my target	I exceeded my target	I still need some help with this	I achieved my target	I exceeded my target
Additional Comments:						
<b>Assess</b>						
What I am going to learn next:						