

Signed: *Nikki Bailey* SENDCO

Signed: *Alan Brown* Headteacher

Signed: SEND Governor

Signed: Chair of Governors

This policy will be up-dated in September 2024 (or sooner in the event of revised legislation or guidance).

## **Oldfield Primary School**

### **Special Educational Needs and Disability (SEND) Policy**

#### ***Achieving Excellence Together***

This SEND policy is written to comply with the 2014 Children and Families Act and its SEND Code of Practice, together with the Equality Act 2010.

#### **Overview**

Oldfield Primary School prides itself in being an inclusive school. The staff and Governors are committed to identifying and addressing the special educational needs and disabilities of its pupils. We continually work towards ensuring that appropriate provision is made to cater for all needs.

This policy sets out the steps we take to meet the needs of all learners within the statutory guidelines of the SEND Code of Practice (2014). This SEND Policy should be read alongside our SEND Information Report and our Behaviour and Curriculum policies.

Oldfield Primary School provides a broad and balanced curriculum for all our pupils within an inclusive learning environment. All teachers are responsible for planning a curriculum that meets the diverse learning needs of the pupils under their care. We have high expectations of all our children and use our best endeavours to help pupils achieve their full potential.

#### **Definition of Special Educational Needs and Disabilities (SEND)**

Children can be identified as having SEND at any stage in their school career.

The 2014 SEND Code of Practice says that:

*A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.*

*Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv*

The SEND Code of Practice 2014 identifies four broad areas of special education need.

These are:

Communication and Interaction

Cognition and Learning  
Social, emotional and mental health difficulties  
Sensory and / or physical needs

## **Aims**

At Oldfield we will:

- identify and address, at the earliest possible opportunity, barriers to learning and participation for all pupils, including those with SEN
- \*have high expectations of all our children and use our best endeavours to help pupils achieve their full potential.
- be proactive in our approach to supporting all pupils, including those with SEND
- \*use a variety of teaching strategies to maximise pupil's access to learning
- support pupils identified with SEND in taking as full a part as possible in all school activities
- value and encourage the contribution of all pupils in the life of the school.
- keep parents informed on their child's progress and seek to work in partnership with parents
- provide relevant training and advice to staff to support quality teaching and learning opportunities for all pupils
- work closely with external professionals, where appropriate, to support the needs of pupils
- work with the Governing Body to enable them to fulfil their statutory responsibilities.

## **Coordination of SEND Provision**

SEND within Oldfield is coordinated by the SENDCo (Special Educational Needs and Disabilities Coordinator) and supported by our SEND Governor.

SENDCO Nikki Bailey [nikki.bailey@oldfield.cheshire.sch.uk](mailto:nikki.bailey@oldfield.cheshire.sch.uk)

SEND Governor Deanne Morris [deanne.morrisgovernor@oldfield.cheshire.sch.uk](mailto:deanne.morrisgovernor@oldfield.cheshire.sch.uk)

## **Identification and Assessment of children with SEND**

All pupils at Oldfield Primary School receive quality first teaching where tasks and / or resources are adapted to enable pupils to access the curriculum. This supports their understanding of concepts and their access to learning at their level and pace.

In line with the SEND Code of Practice (2014, 6.5), the identification of SEND is built into the overall school approach to monitoring the progress and development of all pupils.

We are committed to the early identification and intervention of pupils who may have SEND. If regular assessments show that a child is not making expected progress then the child's needs and provision is reviewed and next steps considered, which may involve individual or small group intervention programmes are delivered. These programmes are delivered by teaching assistants (TAs), a higher level teaching assistant (HLTA) and/or a teacher and take place either in class alongside peers or outside of the classroom environment alongside a smaller group of peers or individually. For most pupils this additional provision enables them to access learning in line with their peer groups.

The support programmes begin with a pre-assessment of individual or group needs. This gives a baseline assessment and supports the discussion around the appropriate level at which to start such programmes. The programmes usually run for either a half or full term and are formally evaluated at the end of this period with next steps taken according to the progress made.

Parents are regularly updated on assessments and provision. CPOMS is used to record these discussions.

## Graduated Response

The SEND Code of Practice (2014) advocates a graduated approach for children who do not make expected progress despite quality first teaching and additional support in class and through small group interventions. This is likely to be a small minority of children across the school. At this point, school will work with parents/carers to set appropriate short term targets and children will be added to the school SEND register. Pupils and parents / carers are encouraged to be actively involved in the assessment and decision making process for pupils with SEND at all stages.

Outside agencies (Speech and Language specialists and Educational Psychologists, for example) may be consulted and their advice will be incorporated into these targets and plans where necessary. This targeted provision will formally be reviewed termly and new targets and provision agreed as appropriate.

Provision Learning plans (both class provision plans and individual SEND Profile plans) will record the additional provision identified pupils at Oldfield are receiving. These identify intervention programmes being delivered as well as showing the deployment of TAs and the management of Element 2 SEND funding and Element 3 Top Up Funding. It is the responsibility of the class teacher to review the provision each term and record this, or oversee the recording of this, on the provision learning plans and SEND Profiles, and use this information, in consultation with the Senior Leadership Team (SLT), to direct the provision for the following term.

## Top Up Funding and Education, Health and Care Plans (EHCPs)

If, despite all of the above mentioned support, a child does not make desired progress, the Class Teacher and SENDCo will consult further with parents and with outside agencies to review the child's needs, the provision to date, the impact and agree on next steps.

On the rare occasion where school is unable to meet the needs of pupils using Element 2 Funding, school can apply to the Local Authority (LA) for additional Element 3 Funding. A range of paperwork including assessments, the views of parents and children, outside agency advice, provision, objectives and evaluations are completed and submitted to the SEN Team. A panel of professionals will consider the application and make a decision around the school receiving 3A Top Up Funding (£4500 for the year) to support the school in meeting the additional needs of the child. This funding is for one year and is reviewed formally towards the end of the one year period.

If, despite an individualised programme of sustained intervention, there remains a significant cause for concern, a request for a statutory assessment of the pupil's needs from the LA will be considered.

Schools, parents/carers, doctors and health visitors can formally request a statutory assessment of a pupil's education, health and care needs. A range of evidence-based paperwork is completed and submitted to the SEN Team. A panel of professionals consider the application and determine if an assessment should be carried out. This statutory assessment may result in the LA issuing an EHCP.

Having a diagnosis (e.g. of Autism, Attention Deficit Hyperactivity Disorder or dyslexia) does not mean that a pupil needs an EHCP. More information on EHCPs can be found at:

<https://www.livewell.cheshirewestandchester.gov.uk/Information/Details/4459?categoryId=4809>

We recognise that pupils' development is not linear and the complexity of their needs will change as they grow older (EEF SEN in Mainstream Schools Guidance Report p5 ).

Role of class teacher:

- Adapt the curriculum and teaching approach to include all pupils."being inclusive by design not as an afterthought" (EEF SEN in Mainstream Schools Guidance Report p2).
- Use a range of strategies to respond to the needs of pupils, following the research backed Five-a-day principle (see Appendix 1) to support high quality teaching (EEF guidance report SEN in Mainstream Schools p22).  
Explicit Instruction  
Cognitive and metacognitive strategies  
Scaffolding  
Flexible grouping  
Using technology
- Assess and monitor progress of all pupils.
- Set appropriate targets and implement actions to address gaps in learning.
- Ensure additional provision for pupils with SEND is planned and implemented and there are clear links between the content of the intervention and the curriculum being covered in class.
- Deploy TAs to supplement, not replace, teaching, to positively impact on pupils, including pupils with SEND.
- Identify pupils with SEND and gather supporting evidence.
- Keep paperwork up-to-date for SEND pupils.
- Work closely with the SENDCo and other professionals to meet the needs of the pupils.
- Actively seek out pupil voice to support understanding.
- Develop positive working relationships with pupils and parents/carers.

Role of the SENDCo:

- Work closely with staff to oversee the day-to-day operation of the SEND policy.
- Advise and support practitioners in school.
- Coordinate provision for children with SEND.
- Liaise with parents and other professionals including referring to outside agencies and apply for Top Up funding and Education, Health and Care (EHC) needs assessments.

- Contribute to the Continual Professional Development of the staff.
- Report to the Headteacher and the Governing body on SEND provision.
- Facilitate and oversee the statutory requirements of pupils with EHC plans.

#### Role of the Governing Body:

- Appoint a SEND Governor to support the SENDCo in implementing and overseeing the SEND provision in school.
- Ensure SEND provision is an integral part of the wider school plan.
- Ensure financial resources are available to enable school staff to carry out the support referred to in this SEND Policy.
- Build the SEND policy into the regular cycle of monitoring, evaluation and review process of school policies.

#### Procedures for concerns

We value and encourage parent/carer involvement in their child's school life. All staff at Oldfield Primary School endeavour to work in partnership with parents/carers to ensure a collaborative approach to meeting pupils' needs.

If there are any concerns, we encourage parents/carers to approach the class teacher in the first instance as they will be most familiar with your child. If parents/carers would like to discuss the matter further they may also contact the SENDCo, the Headteacher, the SEND governor and the Chair of Governors ([chair@oldfield.cheshire.sch.uk](mailto:chair@oldfield.cheshire.sch.uk)). A response will be made at the earliest opportunity.

Parents and carers can speak to the Independent Advice and Support Service (IASS) for independent support or advice about any aspect of their child's SEND. Further information on IASS can be found on their website or on the Livewell site:

[Cheshire West & Chester IASS](#)

[Information Advice and Support Service \(IASS\) | Live Well Cheshire West](#)

#### The Local Offer

Oldfield Primary School's SEND Information Report can be viewed on our website: A paper copy can also be requested from the school SENDCo: [nikki.bailey@oldfield.cheshire.sch.uk](mailto:nikki.bailey@oldfield.cheshire.sch.uk)

The LEA publishes information about services in the local area and how to access them. It includes provision from birth to 25 across education, health and social care. Cheshire West and Chester's Local Offer is available from: [Live Well Cheshire West](#)

#### Review

This SEND policy is subject to a regular cycle of monitoring, evaluation and review and is formally shared with governors once a year.

Appendix

Appendix 1: Five-a-day principle from the EEF guidance report SEN in Mainstream Schools.

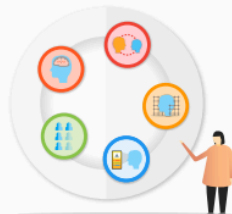
Appendix 2:

SEN in Mainstream Schools - EEF Guidance report. Please follow the link.

[https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF\\_Special\\_Educational\\_Needs\\_in\\_Mainstream\\_Schools\\_Guidance\\_Report.pdf?v=1694524785](https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1694524785)

# High quality teaching benefits pupils with SEND

## The 'Five-a-day' principle



The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

### 1 Explicit instruction

*Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.*



### 2 Cognitive and metacognitive strategies

*Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.*



### 3 Scaffolding

*When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.*



### 4 Flexible grouping

*Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.*



### 5 Using technology

*Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.*



More information about finding better ways to support pupils with SEND, including these five principles and more specialist interventions, can be found in the EEF's guidance report '[Special Educational Needs in Mainstream Schools](#)'.

