



Oaklands Junior School

Aspiration and Achievement: Supporting the special educational needs of pupils Information, policy and guidance

Review: the policy will be reviewed annually by Oaklands School governors.

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Next Review: Spring 2024

Contents

Purpose of the document		
Background		
	The Children and Families Act 2014	
	What are schools required to do?	
	The link between special educational needs and disability	
Meeting special educational needs in Oaklands Junior School		
1.	What needs can the school meet?	
2.	How do we identify pupils who are having difficulties with learning and/or special educational needs	
3.	Involving parents in their child's education	
4.	Arrangements for consulting children and young people with SEND and involving them in their education	
5.	How we assess and review progress	
6.	Preparing for transition	
7.	The approach to teaching children and young people with SEN and how adaptations are made to the curriculum and learning environment	
8.	The expertise and training of staff to support children and young people with SEN, including how specialist support will be secured	
9.	Evaluating the effectiveness of our provision	
10.	Inclusive practice	
11.	The social and emotional development of our pupils	
12.	Working with other professionals and practitioners	
13.	Arrangements for handling complaints about SEN provision	
Funding		
	How funding is made available to support pupils at SEN support stage	
	Exceptional needs funding	
	When would school 'refer to the Local Authority'?	
Appendices		
A	Sample Pupil Support Plan	
B	Sample Class Support Plan	

Purpose of this document

This document sets out how Oaklands Junior School provides support to ensure that children and young people who have special educational needs and/or disabilities can access an education which is inclusive and responsive to their individual needs. It describes our graduated response to providing support which will enable all our pupils to succeed and have high aspirations.

This document describes the national requirements introduced by The Children and Families Act 2014 and how Oaklands Junior School will meet the requirements through the funding made available to us through our budget and through other funding streams. It also sets out under what circumstances we would refer to the local authority for an Education, Health and Care needs assessment.

This document does not replicate the legislation or the statutory guidance. Wokingham local authority has produced detailed documents which sit alongside this policy guidance and these are referred to within the text.

Background - The Children and Families Act 2014

This Children and families act is wide ranging but this document is linked only to the areas which are about children and young people who have special educational needs/disability (SEND). The Act sets out a new context for ensuring that children and young people who have SEND are supported to access and benefit from the range of educational opportunities that are available, so that they are enabled to have fulfilling lives as members of their community. The Act is supported by statutory guidance, 'The Code of Practice: 0 to 25' (CoP). It is this guidance to which all local authorities, all publically funded early years and education settings, including academies and free schools, and a range of national and local NHS bodies must 'have regard'.

The Children and Families Act has introduced a new statutory plan called an Education Health and Care (EHC) plan which will replace Statements of SEN. From September 2014 all new statutory assessments will be under the new regulations and existing Statements will be transferred to EHC plans by summer 2017. The Act also introduces a single pre statutory stage called 'SEN Support' and this is relevant at all age levels and educational settings.

What are schools required to do?

Schools and governing bodies have responsibilities to ensure that they plan on the basis that, at all times, some individuals and groups of children/young people will be experiencing difficulties with learning. At Oaklands Junior School we follow the advice of the CoP to ensure that we follow a cycle of 'assess, plan, do, review' which leads to an ever-increasing understanding of needs and how to address them. This is known as the 'graduated response'. In addition, there are specific duties on us and our governing body to:

- publish information on the school website about the implementation of the governing body's policy for pupils with SEN,

- identify pupils with SEND, ensure parents are informed and provision is made in line with SEN and Disability Code of Practice and comply with Children and Families Act 2014 legislation
- publish the SEND policy and the school's Local Offer (in conjunction with parents, pupils and the Local Authority) on the school website and review regularly.
- publish information on SEND funding and provision and monitor expenditure.
- appoint a SEND governor and Special Educational Needs Coordinator (SENCO) (*see SEN Regulations 2014*),
- maintain a current record of number of pupils with SEND,
- ensure SEND provision is integrated into the school improvement plan.
- monitor progress of SEND pupils and ensure provisions specified in Statements/EHC plans are in place,
- ensure **all** policies take SEND into account through the Equality Impact assessments,
- keep under constant review the arrangements for pupils present and future with a disability,
- admit all pupils who meet admissions criteria, whether or not they have SEND.

The link between special educational needs and disability

Many children and young people who have special educational needs may also have a disability. The Equality Act 2010 defines disability as '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'. In this context 'long term' means over a year and 'substantial' means 'more than minor or trivial'. This definition includes long term health conditions such as asthma, diabetes, epilepsy, cancer and sensory impairments. Many children and young people who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the duties set out in The Equality Act, including the requirement on all public bodies to make reasonable adjustments.

This means that, where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education. If, with the appropriate non-discriminatory practices and reasonable adjustments, they can access education and make progress commensurate with their peers by accessing the resources 'normally available' to their educational setting, there will not be a need for them to be protected by an Education, Health and Care plan (EHC). Some of these children and young people with long term health conditions should have a Health Plan which addresses their safety, health and wellbeing whilst in the early years, school or college setting. The Department for Education (DfE) have published new guidance, 'Supporting pupils at school with medical conditions' which can be found at

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medicalconditions>

Meeting special educational needs in Oaklands Junior School

1. What needs can the school meet?

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. The Code of Practice (2014) has the following definitions in paragraphs xiii to xvi

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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv when they reach compulsory school age, or would do if special educational provision was not made for them

The Code of Practice defines special educational provision in paragraph xv as:

Special educational provision for children aged two and over is educational provision that is additional to or different from that made generally available for other children or young people of the same age by mainstream schools, maintained nursery schools, and mainstream post 16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

National figures continue to suggest that as many as 1 in 5 children and young people are, at some stage, considered to have special educational needs. This means that mainstream schools, in particular, will always be employing a range of strategies to stimulate the learning of individual or groups of children.

Although the needs of children and young people often cross more than one 'area of need', the COP uses four main categories of need

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

At Oaklands Junior School we will ensure that we meet the needs of all our pupils through the provision we have available and the advice and support of other specialist professionals and practitioners and ensuring that we have the resources available. We have over the years provided for pupils with individual needs such as autism, dyslexia, ADHD, Tourette's Syndrome, hearing or visual impairment, dyspraxia and attachment disorder.

2. How we identify pupils who are having difficulties with learning and/or special educational needs

It is the responsibility of all schools to provide good teaching and holistic support for **all** pupils/students. We believe that it is particularly important that pupil/students who have most difficulty with their learning are taught by good quality teachers and in our school. We believe that all teachers are teachers of pupils who have special educational needs. All children and young people are entitled to an education that enables them to make progress so that they: achieve their best; become confident individuals living fulfilling lives and; make a successful transition into adulthood, whether into employment, further or higher education or training.

In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals

Code of Practice 6.38

For all pupils, regular Pupil Progress meetings review progress, evaluate intervention and plan next steps. All pupils are informed of their individual targets and steps for these to be achieved. Pupils are involved in monitoring their targets, as well as providing evidence for achievement.

Where our assessment has identified that a pupil is experiencing difficulties we follow a cycle of 'assess, plan, do, review' which leads to an ever-increasing understanding of needs and how to address them. This is known as the 'graduated response' and we ensure that:

- the class teacher carries out a clear analysis of the pupil's needs, supported by the school's SENCO
- the analysis includes data on progress, attainment and approaches to learning and the views of the pupil and their parent/carers and advice from any other support staff
- where behaviour is an area of concern we use a behaviour support plan, if required, which draws on an analysis of Antecedents, Behaviour and Consequences
- we plan provision which can remove the barriers to learning for the pupil using evidence based and effective teaching approaches, appropriate equipment, strategies and interventions
- we provide support which may include differentiation, additional programmes, small group and/or individual support
- the class teacher retains the responsibility for the learning of the pupil even if the pupil is receiving support away from the rest of the class, for example, in a small group
- we review the pupil's progress and development and decide on any changes to

- be made in consultation with the pupil and their parent/carer
- where progress is limited we take advice from external specialists /practitioners and discuss their input, advice and support with parents and all staff involved
- where assessment indicates that specialist services are required, we make referrals promptly
- we draw up a Pupil Support Plan - an example of a Pupil Support Plan appears as Appendix A

The SENCO is :- Mr Duncan Holland
 Contact details :- 01344 773496

3. Involving parents in their child's education

Parents are key partners in their children's education. Evidence shows that children make most progress when their key adults work together. At Oaklands Junior School we demonstrate this by:

- always discussing any concerns we have with the pupil's parents at the earliest point
- listening, and hearing, what parents say
- identifying any outcomes to be achieved with parents
- planning any interventions with parents
- meeting with parents to review their child's interventions and progress
- being honest, open and transparent about what we can deliver
- making sure parents know who to contact if they have any concerns

Where it is decided to provide a pupil with SEN support, the parents **must** be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

Code of Practice 6.48

Where children and young people are 'looked after' by the local authority we have an additional role as we are all corporate parents. National figures show that children who are looked after are significantly over represented at school support stages and through statutory needs assessments. In order to ensure that we are responding appropriately we:

- do not make assumptions based on a pupil's care status
- monitor the progress of all our looked after children termly
- have an up to date Personal Education Plan which is easily understood by everyone involved
- ensure close working with the specialist services who support looked after children including the LAC nurse, social worker, Virtual Headteacher
- normalise life experience wherever possible
- ensure our looked after children, especially those with SEN are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities

4. Arrangements for consulting children and young people with SEN and involving them in their education

The Children and Families Act is clear that:

- all children and young people need to be supported to develop aspirations for their future lives as active members of their community
- all children and young people have the right to have their voice heard
- involving children and young people in discussions about their learning, progress and how provision is made

Where pupils have a special educational need we ensure that:

- all pupils are encouraged and supported to make their views known. Strategies we use may include, written comments, talking to a preferred adult, friend or mentor, drawing etc
- any interventions or strategies will be explained and discussed with pupils
- all pupils will be encouraged to monitor and judge their own progress in a positive and supportive environment
- reviews of progress are 'person centred' i.e. they will have the pupil, their aspirations and needs at the centre of the review
- reviews are always outcome focussed – the outcomes reflect what is important to, and for, the pupil

5. How we assess and review progress

Regular Pupil Progress meetings review progress, evaluate intervention and plan next steps. All pupils are informed of their individual targets and steps for these to be achieved. Pupils are involved in monitoring their targets, as well as providing evidence for achievement. Where our assessment has identified that a pupil is experiencing difficulties we follow a cycle of 'assess, plan, do, review' which leads to an ever-increasing understanding of needs and how to address them.

Pupil Support Plan review meetings for children with SEN give the opportunity for the child's views to be heard by both school staff and parents. These views will be incorporated into the outcomes decided upon for the next cycle, and the resulting targets will be reviewed when appropriate by the class teacher, SENCo, parent and child.

6. Preparing for transition

Transition is ever present in our planning for pupils as we are constantly aware of the skills pupils will need in order to access the next part of their learning. When that learning is to take place in a new setting or phase, transition planning for this is a key task. Preparing for adulthood and the outcomes which will support independence and choice making, involves the graded development of skills. These skills begin at the earliest ages with opportunities to practice those skills at age and stage appropriate levels. For all pupils we make opportunities to practice developmental and transferable skills which will prepare them for life as members of their community. We liaise closely with feeder schools and families to support children transitioning from Key Stage 1 to Key Stage 2 at Oaklands Junior School.

We help to prepare all pupils for the next stage in their learning by encouraging visits to the local schools when they hold their open evenings, undertaking transition and protective behaviour work in Year 6, making arrangements for the Head of our main secondary school to visit with two of our ex-pupils, now in Year 7, and ensuring attendance at Induction Days. For pupils with SEN, in

addition, we arrange an extra visit before the Induction Day and accompany the children on their walk to and from our local secondary school.

7. The approach to teaching children and young people with SEN and how adaptations are made to the curriculum and learning environment

To support children, young people and their families the Children and Families Act requires all local authorities to set out a local offer. The Local Offer is a description of support and services which are available to children and young people who have SEND, and their families, how services can be accessed and any criteria for accessing them. It is the opportunity to bring together in one place, information about provision, including how this can be accessed from a wide range of statutory and non-statutory providers including voluntary organisations. Wokingham's Local Offer can be accessed on <http://info.wokingham.gov.uk/kb5/wokingham/info/home.page> Oaklands Junior School Local Offer can be found there.

Wokingham Local Authority has set out what it expects should be available in all mainstream settings to meet the needs of children and young people without recourse to a statutory EHC needs assessment. This document, 'SEN Support: what Wokingham expects can be reasonably provided by education settings from the funding available to them' can be found on the Local Offer page.

8. The expertise and training of staff to support children and young people with SEN, including how specialist support will be secured

All staff –

We have access to training through Wokingham School Hub and are also able to arrange training from outside agencies. Through our school cluster group and our membership of the Corvus Learning Trust we can identify training needs and plan training in a cost-effective way as well as using our cluster meetings and Trust meetings as a professional forum to share expertise across schools. At Oaklands Junior School all teaching staff and Teaching Assistants have recently had access to training in bereavement support, Autism Awareness, Sleep for Learning, Building Trust for Learning and Holding Children in Mind.

Any training undertaken by individual staff:

Of our eight Teaching Assistants, four are qualified HLTAs.

Three members of staff have been trained in TeamTeach methods of safe handling. Our SENCO attends Wokingham SENCO network meetings regularly.

Staff have access to the full curriculum online at The National College.

SENCO – BSc (Hons), PGCE

The role of our SENCO

The legislation requires that

- the SENCO must be a qualified teacher working at the school.
- any newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total

period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment

- a National Award must be a postgraduate course accredited by a recognised higher education provider.
- schools should satisfy themselves that the chosen course will meet these outcomes and equip the SENCO to fulfil the duties outlined in this Code. Any selected course should be at least equivalent to 60 credits at postgraduate study.

Our SENCO has responsibility in school for:

- with the headteacher and governing body, determining the strategic development of SEN policy and provision in the school.
- day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- providing professional guidance to colleagues and working closely with staff, parents and other agencies.
- being aware of the provision in the Local Offer and working with professionals to provide a support role to families to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

In order to carry out these duties effectively, as a school we ensure that the SENCO has sufficient time and resources to carry out these functions. This includes providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

9. Evaluating the effectiveness of our provision

Most children and young people who have SEN respond to quality first teaching. Where individual or different interventions are used these will be evidence based and our progress tracking allows us to verify that the interventions are effective. Sometimes individual pupils respond to different interventions and approaches. Where we try a

different approach or intervention we will measure its efficacy by measuring the outcomes achieved by the pupil and take into account the cost of the intervention as well as pupil feedback.

10. Inclusive practice

We ensure that all our pupils, but particularly those with SEN are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities. We are very proud that many of our SEN pupils have represented the school at various competitive sporting activities.

11. The social and emotional development of our pupils

Pupil Support Plan review meetings for children with SEN gives the opportunity for the child's views to be heard by both school staff and parents. These views will be incorporated into the outcomes decided upon for the year, and the resulting targets will be reviewed when appropriate by the class teacher, SENCo, parent and child.

We are aware that bullying is a national issue for all children, and of particular concern for those with SEN. Incidences of bullying are recorded and closely tracked, and awareness is raised through PSHE lessons and regular whole school input such as assembly during Anti-bullying Week or presentations by ChildLine.

Our Parent Support Adviser can also signpost families to external agencies such as support services as appropriate.

12. Working with other professionals and practitioners

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them if the parents agree.

Code of Practise 6.47

At Oaklands Junior School we are committed to working with other professionals and practitioners to ensure that we maximise the impact of our interventions whilst minimising duplication and disruption for pupils, families and practitioners. In order to do this we:

- listen to parents to ensure we know which services they use and are valued by them
- ensure that we contact all practitioners working with our pupils to invite them to relevant meetings and reviews

- use person centred approaches with all our pupils who have SEN to ensure that interventions are coordinated and so add extra value
- value the contribution of all
- engage with local authority services in a timely and professional way
- we meet with our educational psychologist and Learning Support Service for a termly planning meeting to look at the needs of individual pupils, staff training and effectively tailoring our provision

13. Arrangements for handling complaints about SEN provision

We know that all parents want the best for their child and we will always seek to resolve any concerns quickly. Where parents have a concern about the provision being made initially they should contact the SENCo, Mr D Holland. If this does not resolve the situation they should contact the head teacher.

How funding is made available to school to meet the needs of pupils who have special educational needs at SEN Support stage

Our school receives funding through a formula basis using indicators agreed by the School Forum. This funding, which is known as elements 1 and 2 allows us to meet the needs of a wide range of pupils who have special educational needs including those who require up to six thousand pounds of individual support. Further information on funding for SEN can be found in the document 'Funding to Support Learners who have Special Educational Needs'.

Whilst elements 1 and 2 will meet the needs of most children and young people with special educational needs in our school, those with the most exceptional needs may require additional funding. This funding stream is called Element 3 or 'top up' and comes from a funding stream which is part of The High Needs Block held by the local authority on behalf of pupils and students in Wokingham aged 0-25. This funding, which provides resources to an Education Health and Care plan can also be accessed through the exceptional needs funding mechanism.

When would school 'refer to the Local Authority'?

'Referring a child to the local authority' means that the person who submits the referral believes that the child's needs are so complex that they cannot be met from the resources which are normally available to a school. In the past any child who underwent a statutory assessment may have received a Statement of SEN which set out their needs, the targets they needed to achieve and the resources which would be provided to help them achieve them. The Children and Families Act has replaced Statements of SEN for any new referrals from September 2014 with a new process called Education, Health and Care needs assessments. These needs assessments may result in an Education Health and Care Plan.

Education, Health and Care plans are required by those pupils/students:

- where the resources required to meet their special educational needs, **cannot** reasonably be provided from the resources **normally available** to mainstream providers and
- who have a significantly greater difficulty in learning than the majority of others of the same age

Low attainment does not automatically indicate a need for an EHC needs assessment as the progress made may still represent adequate progress relative to the child/young person's ability.

When they receive a referral, all local authorities are expected to consider

'-whether there is evidence that, despite the early years, school or post-16 institution has taken relevant and purposeful action to identify and meet the special educational needs of the child or young person, the child or young person has not made expected progress.'

Code of Practice (2014) 9.14

In all circumstances the school will ensure that, prior to submitting a referral to the local authority it has:

- *used all the resources available within the last 12 months*
- *made any appropriate health referrals*
- *IEPs/provision plans which are relevant to the presenting need. Targets are SMART, reviewed and show progression.*
- *made provision which is appropriate to the child, young person and specific to them/ their needs*
- *made provision which has been evidence based and cost effective*
- *undertaken an assessment of unmet needs where appropriate*
- *fully and appropriately involved parents*
- *involved relevant professionals/practitioners have been involved in the last 12 months*
- *evidenced that their advice/strategies being followed and evaluated*



Oaklands Junior School Pupil Support Provision



Pupil Name dd/mm/yyyy

Updated:

Identified Needs

Personal Targets & Support

can

-

will

-

Interventions - weekly

- Nesy

Notes

- SATS

Curriculum Support (from planning)

Home learning

Reading:
50 min per week - signed by parent/ carer

Doodle:
30 min maths; 20 min tables; 30 min English

Spellings:
5 words per week – paper exercise

ATTENDANCE					
Y2	Y3	Y4	Y5	Y6	

	ATTAINMENT				
	Y2	Y3	Y4	Y5	Y6
R					
W					
M					

	PROGRESS (3+ APS per year expected)				
	Y2	Y3	Y4	Y5	Y6
R					
W					
M					



CLASS SUPPORT PLAN
AWARENESS OF DIFFERENTIATED PROVISION

Individual Needs Profile

Pupil Name: _____ Class: _____

Date Initiated: _____

Highlight the general area of development causing concern:

Learning/Physical/Sensory/Emotional/Behavioural/Social/Speech/Medical

Please indicate specific factors hindering the pupil's educational progress

Learning Skills

Attention to tasks	
Comprehension of tasks	
Completion of tasks	
Interest in tasks	
Age appropriate skills	
Confidence in attempting tasks	
Gross/fine motor skills	
Other (please state below)	

Response to Teaching Style

Ability to work well in a group	
Motivation	
Ability to take responsibility for own work	
Maintenance of motivation in group/class	
Working independently	
Organisation of possessions	
Asking for help	
Other (please state below)	

Social Skills

Speaking	
Easily distracted	
Attention seeking/withdrawn	
Cooperation	
Self-control	
Playtimes	
Attendance	
Home/school cooperation	
Other (please state below)	

Subject Competence

Distraction of others	
Listening	
Reading	
Comprehension	
Writing	
Spelling	
Numeracy	
Other (please state below)	

Present were: _____

Agreed Focus of Action: _____

Parent's Signature _____ Date: _____