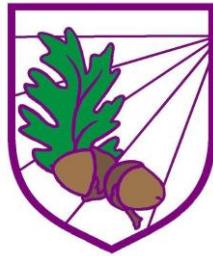


OAK VIEW PRIMARY & NURSERY SCHOOL



SEND POLICY

Policy Date:	September 2025
Policy Review Date:	Autumn 2026
Date Ratified by Full Governing Body:	09/09/2025
Signed by Chair of Governors: 	

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Appendix 1 – Identifying Learners with SEND

1. Introduction

At Oak View we celebrate each child's unique qualities and attributes. We are committed to providing a supportive and nurturing environment in which all children have the opportunity to achieve their full potential. Every teacher is a teacher of all pupils, including those with Special Educational Needs and Disabilities (SEND) and we respect the diversity that each child brings to our inclusive school.

The purpose of this policy is to:

- Set out how our school will support and make provision for pupils with Special Educational Needs and Disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

School SENDCo:

- The SENDCo at this school is Mrs. Louise Young, email – admin@oakview.herts.sch.uk
Tel: 01707 280590.
- Mrs. Young has completed the National Award for SEN Co-ordination in compliance with the guidance in the Code of Practice 2015.
- At Oak View our SENDCo is part of the school's Senior Leadership Team.

Compliance:

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act (2010) and advice for schools DFE (2013)
- Statutory Guidance for Supporting Children with Medical Conditions at School (2014)
- SEND Code of Practice 0 – 25 (2015)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards (2012)

The policy has been written by Oak View School in consultation with the governing body and members of the Senior Leadership Team. It will be reviewed in consultation with all staff, parent/carers and student feedback.

2. Aims and Objectives

2.1 Long term aims

- Oak View values the abilities and achievements of all pupils and we are committed to providing the best possible learning environment for every child.
- We will make every endeavor to provide inclusive environments that do not discriminate against children with SEN or Disability.

- We will strive to promote independence and a lifelong love of learning for all children. Providing a broad and balanced curriculum which will take into account individual needs.
- We will work to raise the achievements of all pupils with SEND whilst maintaining a focus on individual progress.
- We will make every effort to ensure that parents/carers of children with SEND are involved, informed and part of the decision making process.
- We will adopt and develop consistent strategies to help children with SEND access learning through 'Quality First Teach'.
- We will develop a system of identifying children with SEND, providing support through a clear and consistent approach.
- We will work with the Governing Body to enable them to fulfil their statutory role.

2.2 Objectives

- We will provide all staff with opportunities to access appropriate training and advice to support 'Quality First Teach' and to achieve best outcomes for all.
- We will ensure that teaching staff feel equipped to provide for students using the 'Assess, Plan, Do, Review' cycle.
- We will identify and provide for children who have SEND or additional needs.
- We will work within the guidance provided in the SEND Code of Practice (2015).
- We will provide a SENDCo who will work within the SEND policy.

3. Identifying SEND

As stated in the Code of Practice 2015:

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. '

The Code of Practice (2015) states four broad areas of SEN, these being:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical needs

The purpose of identification is to work out what action the school needs to take, not in order to fit a pupil into a particular category. At Oak View we identify the needs of the child

taking a holistic approach thereby considering the needs of the whole child not just the special educational needs. We have provision to manage and support students with needs in each of the categories.

Oak View does not consider the following to be SEN but understands that they may still have an 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 SEN)
- Attendance and punctuality
- Poor health
- Safeguarding issues
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of a serviceman/woman
- Having behavioural difficulties (however, we recognise that challenging behaviour can arise from an unmet need and SEN will always be considered for a child displaying challenging behaviours).

Early identification of a child's needs is vital and the class teacher will meet with parents at the earliest opportunity to discuss concerns and to enlist their help and participation. A copy of our SEN identification flow chart can be found in appendix one.

The class teacher and SENDCo work together to create an appropriate programme of intervention and support.

Throughout the year we monitor and track children's progress by the ongoing process of planning, teaching and assessment. Children with SEN may be identified at any stage of this process during their school life. This identification can include progress in areas other than attainment e.g. wider development or social needs.

4. Graduated Approach

- At Oak View we follow a Graduated Approach to SEND provision as set out in the Special Educational Needs and Disability Code of Practice: 0-25 (2015).
- High quality teaching which is appropriately differentiated is the first step in responding to pupils with SEND. Where a pupil is identified as having SEND, support is provided via a four part cycle known as the graduated approach. That is: Assess-Plan-Do-Review.
- Some children will have a plan in place written in conjunction with the SENDCo, teacher, parents and child (where appropriate). These are then reviewed termly or sooner if needed.

5. Roles and Responsibilities

5.1 The SENDCo

Will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach for children receiving SEND support
- Liaise with the Headteacher on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Ensure that an agreed, consistent approach is adopted by all members of staff
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Liaise with outside agencies, arranging and attending meetings; providing a link between these agencies, class teachers, pupils and parents
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Identifying professional development needs of all staff and organise/lead appropriate INSET
- Complete requests for Education Health Care Plans, outside agency support and any relevant funding applications
- Complete the annual reviews of Education Health Care Plans.

5.2 The Governing Board

Will:

- Help to raise awareness of SEND issues at governing board meetings
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school
- Regularly review the quality of SEND provision through school visits and through discussions with the SENDCo and Headteacher.

5.3 The Headteacher

Will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Ensure all staff are aware of the need to identify and make suitable provision for pupils with SEND
- Manage the SEND budget, with reference to the SENDCo and ensure the Governors are kept informed of this

- Ensure that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to Governors.

5.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class and the early identification of pupils with SEND
- Including pupils with SEND in all class activities, wherever possible
- Providing a suitably differentiated curriculum and a range of teaching and learning styles; drawing on support from the SENDCo for appropriate strategies to support inclusion
- Writing and evaluating support plans following the APDR approach; with support from the SENDCo
- Complying with the school procedures and policies in identifying and supporting children with SEND
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they work within the SEND policy and within the Teacher's Standards (2012).

6. Staff Training

Training needs are identified by the individual, the SENDCo, the Senior Leadership Team and through the School Improvement Plan. The school's Appraisal system and discussions at pupil progress meetings assists in highlighting training needs for CPD.

Relevant courses are highlighted for individual staff by the SENDCo; e.g. for Early Career Teachers.

The SENDCo regularly attends local cluster groups and termly SEND briefings which keeps them abreast of local and national updates.

7. Complaints

In the first instance parents or pupils who are unhappy with any aspect of their provision should speak to the class teacher. If the issue still remains unresolved then complaints should be addressed to Mrs. Louise Young the SENDCo, and thereafter Mr. Neil Richardson the Headteacher. Should the complaint not be resolved, the procedures within the school's 'How to Comment or Complain' policy should be followed.

8. Monitoring and Evaluation

The School's SEN policy and provision is evaluated through school self-evaluation and reporting activities, including:

- Monitoring of classroom practice by the SENDCo, Subject Leaders, Senior Leadership Team (SLT) and Governing board
- Termly pupil progress meetings;
- Visits from LA personnel and Ofsted inspection arrangements
- Feedback from parents, staff and pupils, within the APDR cycle.
- Annual EHC plan reviews
- Reviewing children's individual progress towards their targets

This policy and information report will be reviewed annually by Mrs. Louise Young, SENDCo.

It will be updated if any changes to the information are made during the year. It will be approved by the Governing Body.

9. Admission Arrangements

All places (including nursery places) at Oak View School are allocated in accordance with Hertfordshire County Council's admissions rules. These can be found here:

<http://www.hertsdirect.org/services/edlearn/admissions/links/admissionrules/>

10. The Local Authority Local Offer

Our contribution to the local offer is: <https://oakview.herts.sch.uk/statutory-information/>

Our local authority's local offer is published here:

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

11. Links with Other Policies and Documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

Appendix 1

