



Oaktree Nursery and Primary School

Policy for SEND and Disability (SEND)

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Oaktree Nursery and Primary School **Policy for SEND and Disability (SEND)**

Oaktree Nursery and Primary School is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies.

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. It was written by Bronwyn Haffner SENCo, in consultation with the Senior Management Team and the SEN Governor, Jan Milsom. It is shared with parents and pupils on the school's website. A summary of our school's response to SEND (called the Local Offer) for parents, is also available on our website.

Philosophy

At Oaktree Nursery and Primary School it is our ethos to engender positive attitudes among our Oaktree community so that everyone respects the rights of all people and challenges inequalities based on ability, gender, ethnicity, language, culture, age, class, disability or religion. We want all our students and staff to feel valued as we celebrate their uniqueness.

At Oaktree, we welcome each child into our school community as a valued member and acknowledge that every individual has particular qualities and needs.

We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. At Oaktree School we support every child to reach their full potential. All pupils will be given the support and encouragement necessary to help them to make progress and feel positive about their achievements. We fully subscribe to the philosophy of the British Dyslexic Association, who state that: 'If a pupil can't learn the way we teach, then we must teach the way they learn...' This may involve adapting the curriculum, the teaching, the environment or the resources, in order for pupils to succeed. All teachers are teachers of children including those with SEND. Therefore they are all responsible for ensuring that they plan and deliver quality first teaching, making any reasonable adjustments and differentiating as needed.

Definitions

The 2014 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. Pupils may have different types of SEND:

- Communication and interaction (eg. speech and language difficulties, ASD)
- Cognition and learning (general or specific learning difficulties such as dyslexia)

- Social, emotional and mental health (eg. ADHD, attachment disorders)
- Physical and sensory. (eg. hearing , visual impairment, dyspraxia, hyper-sensitivity)

Aims

- to identify pupils with SEND and ensure that their needs are met
- to ensure that children with SEND join in with all the activities of the school
- to have high aspirations for all learners and ensure that they make the best possible progress and achieve their full potential
- to ensure that all staff have access to training and advice to support quality teaching and learning for all pupils
- to work in partnership with parents and ensure that parents are consulted where possible , and informed of their child's special needs and provision
- to ensure that learners express their views and are involved, as far as possible, in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate

Policy into Practice

The school is committed to early identification of SEND and adopts a graduated response to meeting SEND in line with the Code of Practice. A range of evidence is collected through the usual assessment and monitoring arrangements. Making less than expected progress can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers

If this applies, the class teacher will consult with the head teacher, Key stage leader and SENCo in order to decide whether additional and/or different provision is necessary. If this is necessary, it is at this point that the child's name will be added to the school's SEN register.

The staff may use the Blue Kite Graduated Response document in order to assess, plan for and review pupils. In the Early Years the EY SEN Handbook is used. It may also be necessary to complete an Early Help Record and begin the TAC process

Teachers at Oaktree are very inclusive of children with a wide variety of SEND and are skilled at adapting their practice to cater for each individual's needs.

Such adaptations may include:

- Seating, lighting, low noise level
- Position and labelling of resources
- Use of visual timetables and prompts
- Written information presented on non-white paper or Smartboard in an accessible font and layout, coloured overlays used as appropriate

- Alternative methods of recording used as appropriate eg. Talking tins, Clicker, scribes, writing frames etc.
- Collaborative learning, peer support, flexible groupings
- Clear objectives given, links made to previous learning, vocabulary explicitly taught, key points of lesson highlighted and reinforced throughout the lesson
- The use of multisensory approaches
- Self-assessment during the lesson to inform teacher eg. Traffic lights, thumbs up etc
- Information given in small steps as appropriate
- Positive and constructive feedback given

This may involve working with a teacher or teaching assistant or focused nurture work in the school's Rainbow Room to address any social, mental health or emotional difficulties. When allocating additional support to children, our focus is on outcomes: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

When interventions are implemented, pre and post intervention assessments will be carried out in order to assess progress. This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice. Pupils and parents are included in this process as far as possible.

All pupil's progress is reviewed at least three times a year. New targets may be set and the type of intervention may be changed. If a pupil still fails to make good progress, appropriate support and advice may be sought from external agencies. Inclusion or High Needs funding and/ or Statutory Assessment is applied for as necessary. If the pupil has made progress such that their attainment is no longer of concern, SEN support may cease.

For pupils who have Education, Health and Care Plans (EHCP), their progress and the support needed is additionally reviewed annually and a report provided for the Local Education Authority. If a pupil makes sufficient progress a EHCP may be discontinued by the Education Authority. When pupils are due to transfer to another phase, planning for this is started in the year prior to the year of transfer. Advanced planning for pupils in Year 5 allows appropriate options to be considered. The SENCo liaises with the SENCo of the receiving secondary schools to ensure that effective arrangements are in place to support all SEN pupils at the time of transfer.

Oaktree Nursery & Primary School is disability friendly. The school is accessible by ramps, the corridors are wide and we have an easy access toilet. Although the upper floor is not accessible we can alter year group classrooms, so that pupils can be accommodated downstairs. We generally find that no additional adaptations to the building are necessary for children with physical disabilities. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

All of our children have equal access to school activities including after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of

our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

Staff Expertise

All of our teachers are trained to work with children with SEN. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. Teaching Assistants have expertise and training in specific interventions. The SEND co-ordinator is an experienced SENCo. She offers training, advice and resources to all staff. The school is also able to access additional expertise from the local authority. This includes access to Educational Psychologists and Advisory Teachers.

Children with social, emotional and mental health needs

Behaviour is not classified as an SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation etc.) we may complete an Early Help Record with the family and support the child through that process. If parents and school are concerned that the child may have mental health needs, we encourage parents to speak to their GP or the school may refer the pupil to BeU Swindon (Targeted Mental Health in School). If the child is felt to have social, emotional or mental health needs, for example with anger management or social skills, we offer a range of therapeutic interventions in the Rainbow Room, our school's outstanding nurture facility. Some pupils are also supported by the Trailblazers project and by a play therapist and counsellor. All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEN and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

Complaints

The staff at Oaktree work closely with parents and are usually able to resolve any difficulties. Parents of pupils with SEN or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school will make further information about this process available on request. Parents of any pupil identified with SEN may contact the Swindon service SENDIASS for independent support and advice.

Swindon's Local Offer

The purpose of the local offer is to enable parents and young people to see what services are available in their area and how to access them. It includes provision from birth to 25. It is available from the website: localoffer.swindon.gov.uk

Monitoring and Evaluation

The success of the school's SEN policy is judged against the aims set out above. The head teacher and governors review success criteria annually. The Governing Body ensures that it makes appropriate special educational provision for all identified pupils.