



Oakridge Schools Federation (Oakridge Infant, Nursery and Junior Schools)

Special Educational Needs and/or Disability (SEND) 2025 – 2026

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Introduction

This policy sets out how Oakridge Schools Federation commitment to providing an inclusive and supportive learning environment for all pupils, including those with Special Educational Needs and/or Disabilities (SEND). It aims to ensure that all pupils have equal opportunities to reach their full potential, regardless of their individual needs. It describes our graduated response to providing support which will enable all our pupils to succeed and have high aspirations. It is in accordance with the guidelines and policies of the Special Education Needs and Disabilities (SEND) Code of Practice (2014) and the Local Authority.

Schools and governing bodies have responsibilities to ensure that they plan on the basis that, at all times, some individuals and groups of children will be experiencing difficulties with learning. At Oakridge Schools Federation, we follow the advice of the Code of Practice 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 SEND.
- identify pupils with SEND, ensure parents are informed and provision is made in line with SEN and Disability Code of Practice.
- publish the SEND Policy and the school's SEN Information Report
- publish information on SEND funding and provision and monitor expenditure.
- appoint a SEND governor and Special Educational Needs Coordinator (SENDCO) (see SEN Regulations 2014).
- maintain a current record of number of pupils with SEND.
- ensure SEND provision is integrated into the school development plan.
- monitor progress of SEND pupils and ensure provisions specified in 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.

Aims

The aims of this policy are:

- to create an environment that meets the special educational needs (SEND) of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- through reasonable adjustments, to enable all children to have full access to all elements of the school curriculum.
- to identify the roles and responsibilities of all staff in providing for children's special educational needs.
- to make clear the expectations of all partners in the process.
- to ensure support for pupils with medical conditions for inclusion in all school activities by ensuring consultations with health and social care professionals.
- to describe engagement and cooperation with the Local Authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable children.

Definition of Special Educational Needs and Disabilities

Taken from the SEND Code of Practice (January 2015):

Special educational provision means educational provision that is **additional to, or different from,** that made generally for others of the same age in a mainstream setting. 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.

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

Provision provided for a pupil with SEND will be different or additional to the normal available to pupils of the same age and will come under 4 broad categories of need;

- Communication and interaction
- Cognition and Learning.
- Social, Emotional and Mental Health.
- Sensory and/or Physical Needs.

Definition of disability under the Equality Act 2010

A child is disabled under the Equality Act 2010 if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.

What 'substantial' and 'long-term' mean

- 'substantial' is more than minor or trivial, for example it takes much longer than it usually would to complete a daily task like getting dressed
- 'long-term' means 12 months or more, for example a breathing condition that develops as a result of a lung infection

There are special rules about recurring or fluctuating conditions, for example arthritis.

A progressive condition is one that gets worse over time. People with progressive conditions can be classed as disabled. However, you automatically meet the disability definition under the Equality Act 2010 from the day you are diagnosed with HIV infection, cancer or multiple sclerosis.

Broad areas of need (as set out in the SEND Code of Practice, January 2015)

- **Communication and interaction** – Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. This includes:
 - Speech and language difficulties, delay, impairments or disorders
 - Autistic Spectrum Condition (ASC) also known as Autistic Spectrum Disorder (ASD)
- **Cognition and Learning** – Children who learn at a slower pace than their peers, even with appropriate adaptations. This includes:
 - Moderate, severe or profound learning difficulties
 - Specific learning difficulties such as dyslexia, dyscalculia, dyspraxia or dysgraphia
- **Social, emotional and mental health difficulties (SEMH)** – Children who experience a wide range of social and emotional difficulties which manifest themselves in different ways, such as becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as:
 - Anxiety or depression
 - Self-harming
 - Substance misuse
 - Eating disorders
 - Physical symptoms that are medically unexplained
 - Attention Deficit Disorder (ADD)
 - Attention Deficit Hyperactive Disorder (ADHD)
 - Attachment Disorder

- **Sensory and/or physical needs** – Children who require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. This includes children with:
 - Vision Impairment (VI)
 - Hearing Impairment (HI)
 - Multi-Sensory Impairment (MSI) – children who have a combination of vision and hearing difficulties
 - Physical Disability (PD) – children who require additional on-going support and equipment to access all the opportunities available to their peers.

When identifying the needs of a child, we always consider the needs of the whole child. This means we take into account all aspects of the child, not just the special educational needs they may or may not have.

The following are **NOT** an indication of SEND on their own, however we do acknowledge that they may impact on progress and attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for schools under current Disability Equality legislation – these alone do not constitute SEND)
- Behaviour difficulties – any concerns relating to a child’s behaviour should be seen as an underlying response to a need which we will recognise and identify
- Slow progress and/or low attainment
- Attendance and punctuality – children who are regularly late or absent from school
- Health and Welfare
- English as an additional language (EAL) – children whose first language is not English
- Being in receipt of the Pupil Premium Grant
- Being a Looked After Child
- Being a child of serviceman/woman

Special Educational Needs and Disability Co-Ordinator (SENDCo)

The legislation requires that:

- the SENDCo must be a qualified teacher working at the school.
- any newly appointed SENDCo must be a qualified teacher and, where they have not previously been the SENDCo 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 Coordination within three years of appointment.
- a National Award must be a postgraduate course accredited by a recognised higher education provider.

Our SENDCo has responsibility in school as follows:

- with the headteacher and governing body, to determine the strategic development of SEND Policy and provision in the school.
- day-to-day responsibility for the operation of the SEND Policy and coordination of specific provision made to support individual pupils with SEND, including those who have Educational Health Care 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 SEND receive appropriate support and high quality teaching.
- overseeing the day-to-day operation of the school's SEND Policy.
- coordinating provision for children with SEND.
- liaising with the relevant Designated Teacher where a looked after pupil (a child who is in care) has SEND.
- advising on the graduated approach to providing SEND support.
- advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively.
- liaising with parents of children with SEND.
- 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 children and their parents are informed about options and a smooth transition is planned.
- working with the headteacher 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 SEND up to date.

In order to carry out these duties effectively, as a school we ensure that the SENDCo has a non-class based role and the resources to carry out these functions. This includes providing the SENDCo with sufficient administrative support and time to fulfil their responsibilities and legal requirements.

Responsible persons

Mrs Claire Cameron is the Deputy Headteacher responsible for inclusion and Mrs Ceri Frost is the SENDCo (also known as the Inclusion manager); both are non-class based. Mrs Cameron works across the federation every day and Mrs Frost works Monday to Wednesday.

SEND support

The Code of Practice (6.44 pg. 100) states that if a child has been identified as having SEND, the school should take action to remove the barrier(s) to learning and put effective special educational provision in place. This is known as SEN Support.

This support takes the form of a 4-part cycle where previous decisions and actions are revisited, refined and revised with a growing awareness of the child's needs and what helps them to make good progress and reach good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children

Either the teacher or a parent can raise a concern that a child may have SEND. When a concern is raised, the class teacher takes early action to assess and address the difficulties, by following the graduated approach.

The graduated approach

Oakridge Schools Federation uses a 'high quality inclusive teaching' approach for all our children.

The key characteristics of 'high quality, inclusive teaching' are:

- Highly focused, engaging lessons with appropriate differentiation for all groups of learners – including alternative methods of recording
- Lessons with clear, specific learning objectives and success criteria
- High demands of pupil involvement and engagement with their learning
- High lessons of interaction for all groups of learners
- Effective and appropriate use of questioning, modelling and explaining
- Effective use of plenaries, thinking and processing time
- Effective and appropriate use of resources suitable for all groups of learners
- Focused group work with the teacher, LSA (Learning Support Assistant) or another member of staff including the Inclusion team

Each class teacher is responsible and accountable for the progress and development of all the children in their class, including those children who receive support from an LSA, SNA (Special Needs Assistant) or external agency.

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching (Code of Practice, 6.37 pg.99).

Oakridge Schools Federation regularly and carefully review the quality of teaching for all children, including those at risk of underachieving, through:

- Observing the child in lessons
- Looking at the child's work and books
- Speaking to the child about their learning and work
- Data analysis
- Pupil Progress meetings

We also review staff's knowledge and understanding of high-quality teaching practices and SEND and provide necessary professional development opportunities.

The Code of Practice states that schools should use a 4-part cycle – assess – plan – do – review to determine a child's needs and the appropriate support that should be in place.

Assess

When children start in a new class, the new teacher will use the information given by the previous teacher, school or pre-school to determine the baseline of each child. They may complete some additional assessments as well. Then every term, the teachers assess the

children's learning to determine how much progress each child is making and what next steps are needed.

Discussions between parents, class teacher, Year Group Leader, subject leaders and SENDCo take place for those children who are making less than expected progress, given their age and individual circumstances, despite targeted support.

This can be shown 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
- Widens the attainment gap between the child and their peers

In these discussions further evidence may be used and collected to determine the child's needs and what further support will be required. This may include:

- The school/class teacher's assessments, records and experience of the child
- The child's work
- The child's previous progress and attainment
- Information from the previous pre-school, infant or junior school (if appropriate)
- Specific reading or spelling tests
- Dyslexic screening tests
- Discussions and reports from external agencies who may be working with the child
- The views and experiences of the parent(s)
- The child's own views

We also use Hampshire guidance to determine whether a child meets the criteria for SEND.

Plan

The teacher and SENDCo, in consultation with the parent(s) and the child, will agree on the appropriate programme of support. This will include:

- The adjustments that need to be made/the interventions and support needed
- The expected outcome/impact of the support on their progress, behaviour or development
- A date for review

Anyone working with the child, will be made aware of their needs, the programme of support, the intended outcomes and the appropriate teaching strategies or approaches that are required.

A programme of support can include:

- Some 1-1 or small focused group activities led by an LSA or one of the SEN Team
- A focused intervention programme
- Use of special equipment
- Different learning materials or resources

In some cases, with permission from the parents, the SENDCo may seek specialist advice and support from an external agency.

Do

The programme of support is implemented.

The class teacher remains responsible for working with the child on a daily basis. If the intervention or support requires group or 1-1 support from an LSA or the Inclusion Team, the teacher must still maintain responsibility for the child. The teacher should work closely with the LSA or specialist staff involved, to plan and assess the impact of support and interventions. They will also ensure that the support and interventions are linked to the classroom teaching. The SENDCo will support the teacher in assessments of the child's strengths and weaknesses, problem solving and advising on the effective implementation of support.

Parents will be kept informed of what support is in place.

Review

The support and interventions a child receives are regularly evaluated. This is to determine the impact and effectiveness the support is having on the child's learning. The views of the child and their parents are taken into account.

This then leads to a review of the child's needs and discussions will take place to determine whether their needs have changed. The teacher will work with the SENDCo to revise the support in place, taking account of the child's progress and development, and will decide on any changes to the support and outcomes. The parents and the child will also be involved in these discussions.

Education, Health and Care Plan (EHCP)

If a child has **significant** and **complex** SEND, they may require an EHCP.

An EHCP is a legal document that sets out the child's needs and the extra provision they require. It is written when the Local Authority (LA) decides that the special educational provision the child needs cannot reasonably be provided within the resources normally available to the school. These resources can include staff time and special equipment.

If a child's needs are demonstrating significant cause for concern, then a request for an Education, Health and Care (EHC) needs assessment may be made. The purpose of the assessment is to find out, exactly what the child's special educational needs are and to identify the special help they might need.

An EHC needs assessment can be requested by the child's parents, the school (in agreement with the parents), and where appropriate, the child themselves. The school will have already shared with the parents their concerns, the support already given and the progress the child has made.

Once the request has been made, the LA will contact the relevant people involved with the child for additional information and evidence. They review all this and make a decision, which would be either:

- The child is issued with an EHCP
- The LA do not feel at that time the child needs the extra support and so it is turned down

- The whole process, from the request to the final EHCP, should take no longer than 20 weeks

Each year, the EHCP is reviewed via an Annual Review meeting, which is arranged by the SENDCo. The SENDCo will invite the parents and every professional working with the child to a formal meeting. They will request information and advice in the form of a written report, in advance. During the meeting, the provision detailed in the EHCP will be reviewed to check it is still meeting the child's needs. If it is practical, the child should have the opportunity to produce their own report and participate in the meeting. Following the annual review meeting, a report will be written which will be circulated to all the people who were involved in the annual review process. Once the LA has received the report, they will review the EHCP and decide whether or not to accept the recommendations. They will then send the parents and school a letter with the outcome.

Managing children's needs on the SEND register

Children identified with SEND are recorded on the SEND register. This records the children, their needs, the level of support and the date that they were identified. The SEND register is reviewed and updated by the SENDCo at least termly.

Children on the SEND Register will have an Individual Learning Plan (ILP). This is a working document which outlines the provision the child is receiving i.e. the extra support received during lessons and additional interventions.

The ILP is shared and discussed with the parents. It is reviewed regularly to re-assess the identified provision and to inform the next steps for support. It is the responsibility of the class teacher, with support from the SENDCo, to share the ILP with the parents.

Criteria for exiting the SEND register

In the review part of the process (p.6), if a child has made sufficient progress, which is also sustainable, then they may be removed from the SEND register. When this happens, the teacher will have a meeting with the parents, SENDCo, LSA and any specialist staff working with the child. If everybody agrees, then the child will be removed from the register.

The child will continue to be monitored through the usual school monitoring procedures. If it is felt that the child requires additional support again, then the procedures set out in this policy will be followed.

External agencies

Oakridge Schools Federation works closely, in partnership, with external agencies to focus on the identification and provision for children with SEND.

Support from an external agency will only be requested after a discussion with the parents has taken place and permission obtained. Parents will be kept informed of any involvement and progress.

External agencies who may be contacted, include:

- Hants SEN Service
- Hants Inclusion Service
- Educational Psychologist
- Speech and Language Therapist
- Primary Behaviour Service
- Specialist Teaching Advisory Services e.g. for Visual or Hearing Impairment and Physical Disability
- Child and Adolescent Mental Health Services (CAMHS)
- Diagnostic services e.g. The OWL Centre
- Outreach Teams e.g. from Maple Ridge
- Occupational Therapy/Physiotherapy
- School Nurse
- Specialist Nurses e.g. diabetes, epilepsy
- Paediatrician
- Children's services – social workers etc.

The support from an external agency could include:

- Classroom observations
- Individual work with a child
- Discussions of strategies for the teacher/LSA to use in the class
- Training for staff
- Support for parents at home

Supporting children and families

For further support, parents of children with SEND can access the Hampshire Local Offer. This sets out, in one place, information about the provision that is available across education, health and social care for children and young people in their area. It can be accessed via:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

Access arrangements for assessments and tests

The class teacher, with support from the SENDCo, is responsible for ensuring that children are able to access assessments and tests. If a child's SEND means that they are unable to access standardised tests, then the SENDCo will liaise with the teacher to assess the child's eligibility for access arrangements. If a child is unable to undertake the assessments and tests, then the SENDCo will follow the relevant guidance and procedures.

The parents will be informed and participate in any decision making.

Transition arrangements and links with other schools

Transition is carefully planned for a child joining us, who has or may have SEND. The SENDCo (and any relevant staff) will attend any meetings prior to the child starting with us if required, to ensure we have the correct provision in place. We request any paperwork that is relevant to a child's SEND is sent to school as soon as possible after the child starts. In some cases this

information may be requested prior to the child starting. For a child with SEND who leaves our school to join another, the SENDCo will contact the receiving school's SENDCo and share all relevant information.

Supporting children at school with medical conditions

Oakridge Schools Federation recognises that children at school with medical conditions should be properly supported so that they have full access to their education, including school trips and PE. Some children with medical conditions may be disabled and where this is the case, the schools will comply with their duties under the Equality Act 2010.

We will work with the relevant health specialists and provide the necessary support that a child needs. Specific training will be organised for members of staff who need to work with/support the child.

Please see Oakridge Schools Federation policy for supporting children at school with medical conditions, for further details.

Monitoring and evaluation of SEND

The provision for SEND children is carefully monitored across Oakridge Schools Federation. This ensures that the correct provision for children with SEND is in place and that the children are making progress in their learning. The effectiveness of the support available for children with SEND is determined from information collected via observations and data analysis. Where progress is small, appropriate support is put into place to help the children move on.

Regular meetings between the SEND Governor, Deputy Headteacher and SENDCo take place, at which the provision and progress of children with SEND are discussed.

The Headteacher and members of the Inclusion team also meet regularly to discuss the provision for children with SEND and their progress.

Training and resources

Resources

The budget allocation is currently used for resources and LSAs/SNAs (Special Needs Assistant) salaries to support children.

It is the SENDCo's responsibility to ensure that staff have access to appropriate and adequate resources. An audit of resources is regularly completed and gaps are filled when necessary.

Training

In order to maintain and develop the quality of teaching and provision for all children, the staff undertake training and development. Staff's training needs are regularly reviewed and relevant training is provided. The Governors are committed to supporting the continual professional development of the staff.

Training may take place via external training (provided by the LA/other professionals) or In-service training.

The SENDCo regularly attends the LA's SENDCo network meetings in order to keep up to date with local and national updates in SEND.

Roles and Responsibilities

Provision for children with SEND is a matter for Oakridge Schools Federation as a whole.

Governing Body:

- Ensuring the school complies with its statutory duties regarding SEND.
- Designating a governor with specific responsibility for SEND. The named SEND Governor for the federation is **Mr Ian Hemstock**.
- Ensuring that the school's SEND policy is implemented effectively.
- Monitoring the school's SEND provision and outcomes for pupils with SEND.

Headteacher:

- Having overall responsibility for the implementation of the SEND policy.
- Ensuring that sufficient resources are allocated to SEND provision.
- Keeping the Governing Body informed about SEND matters.

SEND Coordinator (SENDCo):

- Coordinating SEND provision within the school.
- Advising and supporting teachers and other staff on SEND matters.
- Liaising with parents/carers, external agencies, and other professionals.
- Maintaining the school's SEND register.
- Contributing to the professional development of staff on SEND.
- Monitoring and evaluating the effectiveness of SEND provision.
- Overseeing the assessment and identification of pupils with SEND.
- Ensuring that pupils with SEND are actively involved in their learning and decision-making.

Class Teachers:

- Identifying pupils with potential SEND.
- Providing differentiated instruction and support to meet the needs of all pupils in their class.
- Working collaboratively with the SENDCo and other professionals to plan and deliver effective interventions.
- Contributing to the assessment and review of pupils' progress.
- Communicating regularly with parents/carers about their child's progress and needs.

Higher Learning Teaching Assistants (HLTAs)/Learning Support Assistants (LSAs):

- Supporting pupils with SEND in the classroom and during other school activities.
- Working under the direction of the class teacher and SENDCo to implement individual support plans.

- Providing feedback on pupils' progress and needs.

Pastoral Support Worker (PSW):

- Work closely with children and families who may be experiencing difficulties. This could be as simple as a misunderstanding with friends or it could be a more complex issue such as financial worries, day to day struggles which can impact on mental health, attendance issues/difficulties or a change in family circumstance.
- Provide support appropriately matched to suit the needs of the family with the emotional welfare of the pupil at the forefront.

Parents/Carers:

- Providing information about their child's needs and strengths.
- Working in partnership with the school to support their child's learning and development.
- Attending meetings and reviews to discuss their child's progress.
- Supporting their child with homework and other learning activities.

Pupils:

- Participating in discussions about their learning and support needs.
- Sharing their views and opinions about their experiences in school.
- Taking responsibility for their own learning and progress.

Designated Safeguarding Lead (DSL)

The DSL is a senior member of staff with lead responsibility for child protection issues, providing advice and support to other staff, liaising with the LA and working with other organisations as necessary.

The Designated Safeguarding Lead (DSL) is Miss Diane Charman.

The Deputy Designated Safeguarding Leads (DSL) are:

- Mrs Claire Cameron
- Mr Dave Tickle
- Mrs Meghan Tamsett-Tate
- Miss Dani Barlett

Storing and managing information

Documents relating to children on the SEND register are kept securely online. We use Arbor (MIS and schools management software) and CPOMS (Child Protection Monitoring System) to securely store children's records. These are secure digital platforms which are used across Oakridge Schools Federation. SEND records are transferred on to a child's next school when they leave.

Please see the Confidentiality policy and/or Data Protection policy for further information.

Accessibility

The Equality Act 2010, places a duty all schools and LAs to plan to increase over time the accessibility of schools for disabled children and to implement their plans. Schools are required to

produce accessibility plans and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.

Oakridge Schools Federation has access for disabled children. Special arrangements at present include:

- Accessible toilets within all school buildings
- Priority disabled parking for drop offs and pick ups
- Accessible pathways across the school site
- Raised workspace to allow wheelchair to fit underneath

We regularly review the access to our schools and make any necessary changes. Staff receive training for any required needs. For more information, please see the Accessibility Plan available on our website.

Across the school site, we have trained and qualified First Aiders and Paediatric First Aiders.

If medicines or therapy are required, the necessary arrangements are made in line with Oakridge Schools Federation policy.

Parent partnership

Parental support and involvement are always important, but it is essential for children with SEND. Parents will be contacted directly should there be any change in their child's progress, behaviour or provision. Parents are encouraged to support their children as much as possible. Discussions take place between the teacher and the parents when needed. Teachers are available at the beginning and end of each day (by prior arrangement), should a parent wish to discuss a matter. The SENDCo is also available and can be contacted via the teacher or main office in nursery, infant or junior school. Parents of children with SEND are consulted at each stage of any assessment and written consent is requested before seeking external agency support. Parents are kept regularly updated on their child's progress.

Complaints procedures

We aim to work very closely with parents, but if they are unhappy about the way in which their child is being supported, they should:

- Discuss their concerns with the teacher
- Have a further discussion with SENDCo and/or Headteacher
- Talk to the Governor responsible for SEND
- Contact SENDIAS to resolve any difficulties - www.hampshiresendiass.co.uk
 - Call 0808 164 5504
 - e-mail: info@hampshiresendiass.co.uk
- Go to the LA's complaint service

In the event of dissatisfaction, parental complaints can be addressed in the first instance to the Headteacher and then to the Governing Body. For further information, please see the Complaints Policy.

Anti-bullying

At Oakridge Schools Federation, we believe that all pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied. Bullying of any kind is unacceptable. For further information, please see the Behaviour and Anti-bullying Policy.

Compliance

This SEND policy complies with the statutory requirement laid out in the:

- SEND Code of Practice 0-25 (July 2015, updated September 2024):
- Equality Act 2010: advice for schools DfE May 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting children at school with medical conditions (Dec 2015)
- The National Curriculum in England: framework for Key Stage 1 and 2 (Sept 2014)
- Safeguarding and Child Protection policies
- Accessibility Plan
- Teachers Standards 2011 (Updated December 2021)

Glossary

Annual Review - a review of an EHCP which the LA must do every 12 months (6 months for children under 5 years old)

CAMHS - Child and Adolescent Mental Health Services - a health service that offers assessment and treatment when children and young people have emotional, behavioural or mental health difficulties

DSL – Designated Safeguarding Lead - a senior member of the school who has responsibility for dealing with child protection issues, providing advice and support to other staff, liaising with the LA and other organisations as necessary.

EAL – English as an additional language. Children whose first language is not English

EHCP - Education, Health and Care Plan - a legal document that sets out a child's needs and the extra provision they require

ELSA - Emotional Literacy Support Assistant - a teaching assistant who is trained to provide emotional and social skills support to children

LA - Local Authority - the body responsible for children's services and education. Our LA is Hampshire County Council

LAC (CLA) – Looked After Children (or Children in Care) – a child who is being looked after by the LA. The majority of LAC are placed with foster carers, because it is believed to be best for children

to live in a family environment. For some children however, residential care may be more appropriate

ILP – Individual Learning Plan – a working document which should outline the provision the child is receiving i.e. the extra support receives during lessons and additional interventions. It is shared with all the staff who work with them and the parents. It is reviewed regularly

LSA - Learning Support Assistant - works in a class, under the direction of the teacher, to support individual or groups of children. Often works with children with SEND on specific targets and programmes

PLAC – Post Looked After Children – a child who immediately after being LAC (as defined above) becomes subject to an adoption order, child arrangements order or special guardianship order.

SEND - Special Educational Needs (Disability) - a child has SEND if they have a learning difficulty or disability which means they find it harder to learn than most children of the same age and so require special provision or support to access the curriculum

SEND Register - a list of all the children identified with SEND in the school

SENDCo - Special Educational Needs Co-ordinator - the teacher who has the overall responsibility for the planning and monitoring of the SEND provision in the school

SNA - Special Needs Assistant - similar to an LSA, but usually works 1-1 with a specific child with SEND