



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

### **Special Educational Needs and Disabilities (SEND) Policy 2026–2027**

|                       |                     |
|-----------------------|---------------------|
| Approved by:          | Full Governing Body |
| Review frequency:     | Annually            |
| Date last approved:   | Autumn 2026         |
| Next review date due: | Autumn 2027         |

#### **Introduction**

This policy sets out Oakridge Schools Federation's commitment to providing an inclusive and supportive learning environment for all pupils, including those with Special Educational Needs and/or Disabilities (SEND). We aim to ensure that all pupils have equality of opportunity, are able to participate fully in school life and are supported to achieve the best possible educational and wider outcomes.

The policy describes our approach to identifying and meeting special educational needs through high-quality inclusive teaching and a graduated response of assess, plan, do and review. It has been written with regard to the Children and Families Act 2014, the SEND Code of Practice: 0 to 25 years, the Equality Act 2010 and associated regulations and statutory guidance.

The Federation will keep this policy under review in response to changes in legislation, statutory guidance and national SEND reforms.

Oakridge Schools Federation is committed to identifying and meeting the needs of pupils with SEND. We follow the graduated approach of assess, plan, do and review, working in partnership with pupils, parents/carers and relevant professionals. The Federation and Governing Body fulfil their statutory responsibilities for pupils with SEND in accordance with current legislation and statutory guidance. Further details of roles and responsibilities are set out later in this policy.

#### **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.

The Federation publishes a separate SEN Information Report on its website. The report provides detailed information about how the Federation identifies and supports pupils with SEN and how its SEND arrangements are implemented in practice. It is reviewed annually and updated during the year where information changes. This policy should be read alongside the Federation's SEN Information Report.

### **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.

The term SEND is used throughout this policy to reflect the Federation's wider responsibilities towards pupils with special educational needs and/or disabilities. Where statutory terminology specifically refers to SEN, this terminology is retained.

The SEND Code of Practice identifies four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- 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
  - Autism/Autism Spectrum Condition (ASC)
- **Cognition and Learning** – Children who learn at a slower pace than their peers, even when appropriate adaptations and high-quality inclusive teaching are in place. 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 a range of underlying needs, including social, emotional or mental health needs, and the Federation will seek to understand the underlying causes and barriers affecting the pupil.

- **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 consider 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 – a disability does not necessarily constitute SEN. However, the Federation has separate duties under the Equality Act 2010, including the duty to make reasonable adjustments for disabled pupils and to ensure that they are not placed at a substantial disadvantage.
- Behaviour – behaviour alone does not constitute SEN. Where there are concerns about a pupil's behaviour, the Federation will consider whether this may indicate an underlying need or barrier to learning and whether further assessment or support is required.
- 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 a member of the Armed Forces

### **Special Educational Needs and Disability Co-Ordinator (SENCO)**

The Federation must ensure that a SENCO is in place. The SENCO must be a qualified teacher working at the school, or the headteacher.

Where the SENCO is required to obtain the mandatory SENCO qualification, they must successfully complete the current mandatory National Professional Qualification (NPQ) for SENCOs within three years of appointment, in accordance with the Special Educational Needs and Disability Regulations 2014, as amended.

A SENCO who has already successfully completed the National Award for SEN Coordination (NASENCO), where this meets the statutory requirements, is not required to undertake the SENCO NPQ.

Our SENCO 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.
- overseeing the day-to-day operation of the Federation's SEND Policy and coordinating provision for pupils with SEN, including pupils with an EHCP;
- 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.

- 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, the Federation ensures that the SENCO has sufficient time, resources and administrative support to fulfil the responsibilities of the role. The SENCO is non-class based, enabling appropriate time to be allocated to the strategic and operational leadership of SEND.

### **Responsible persons**

Mrs Claire Cameron is the Deputy Headteacher and is also responsible for inclusion and Mrs Ceri Frost is the SENCO and Inclusion Manager; both are non-classed based. Mrs Cameron works across the federation every day and Mrs Frost works Monday to Thursday.

### **SEND support**

Where a pupil is identified as having SEN, the school will take action to remove barriers 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 is committed to meeting a wide range of needs through high-quality inclusive and adaptive teaching and Ordinarily Available Provision (OAP).

High-quality inclusive teaching is the first response to pupils who have or may have SEN. Teaching is adapted in response to pupils' strengths and needs while maintaining high expectations for all. The Federation has regard to Hampshire County Council's current guidance on Ordinarily Available Provision when planning support for pupils. Ordinarily Available Provision describes the support, strategies and reasonable adjustments that mainstream schools are expected to provide as part of their usual provision.

This may include:

- clear learning intentions and appropriately scaffolded learning;
- adapting teaching, resources and methods of recording where appropriate;
- explicit instruction, modelling and worked examples;
- appropriate use of visual support and assistive resources;
- opportunities for additional processing and thinking time;
- effective questioning and checking for understanding;
- flexible grouping and targeted adult support where appropriate;
- adaptations to the learning environment; and
- approaches which support pupils' communication, independence, regulation and engagement.

Each class teacher is responsible and accountable for the progress and development of all pupils in their class, including pupils who receive support from an LSA, SNA, the Inclusion Team or an external professional.

Additional intervention and support should supplement, rather than replace, high-quality classroom teaching.

### **Monitoring high-quality inclusive teaching**

Oakridge Schools Federation regularly reviews the quality and impact of teaching for all pupils, including those with SEND and those at risk of underachievement. This may include:

- observations of pupils in lessons;
- reviewing pupils' work;
- pupil voice;
- analysis of assessment and progress information; and
- pupil progress meetings.

The Federation also reviews staff knowledge and understanding of high-quality inclusive and adaptive teaching and SEND. Appropriate professional development, support and training are provided in response to identified needs.

### **Assess, Plan, Do, Review**

Where a pupil is not making expected progress, despite high-quality inclusive teaching and appropriate support, the school will consider what additional action may be required.

The SEND Code of Practice sets out a four-part cycle of assess, plan, do and review. Through this graduated approach, decisions and actions are revisited, refined and revised as understanding of the pupil's strengths, needs and the support required develops.

## 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 SENCO 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

The identification of SEN will not be based solely on a pupil's attainment or rate of progress. The school will consider all available evidence, including the pupil's development in comparison with their peers, their response to high-quality teaching and targeted support, their individual circumstances and the views of the pupil and their parents/carers.

Where appropriate, the Federation will seek advice from relevant professionals to support assessment and identification.

## Plan

Where a pupil is identified as having SEN, the class teacher and SENCO will work in partnership with the pupil and their parents/carers to agree the support to be put in place, the intended outcomes and the arrangements for reviewing progress. 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.

Support may 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 SENCO 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 SENCO 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 considered.

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 SENCO 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)**

Where, despite relevant and purposeful action through the graduated approach, a pupil has not made expected progress and their needs may require provision beyond that ordinarily available through SEN Support, consideration may be given to requesting an Education, Health and Care (EHC) needs assessment.

An EHC needs assessment may be requested by a child's parent, a young person themselves where applicable, or a person acting on behalf of the school or setting. Other professionals may also bring a child or young person who they believe may require an EHC needs assessment to the attention of the Local Authority.

The Federation will work collaboratively with parents/carers and the pupil throughout this process and will provide evidence of the pupil's needs, progress, provision already made and the impact of that provision.

The Local Authority will consider the evidence and determine whether an EHC needs assessment is necessary. Following an assessment, the Local Authority will determine whether it is necessary for special educational provision to be made for the pupil in accordance with an EHCP.

Where an EHCP is issued, the Federation will use its best endeavours to secure the special educational provision specified in the plan and will work in partnership with the pupil, parents/carers, Local Authority and relevant professionals.

### **Annual Review of an EHCP**

An EHCP must be reviewed by the Local Authority at least every 12 months. The Federation will support the Local Authority in carrying out the review and, where delegated to do so, will convene and hold the Annual Review meeting in accordance with the relevant statutory timescales and Local Authority procedures.

Parents/carers, the pupil and relevant professionals will be invited to contribute to the review. The pupil will be supported to participate and express their views in a way that is appropriate to their age, development and communication needs.

The Annual Review will consider the pupil's progress towards the outcomes specified in their EHCP; whether those outcomes remain appropriate; the continuing appropriateness of the provision specified in the plan; any changes in the pupil's needs or circumstances; and whether any amendments to the EHCP should be recommended.

Following the Annual Review meeting, the Federation will prepare a report setting out any recommendations for changes to the EHCP and any differences in views. The report will be sent to the Local Authority and to all those invited to the review meeting within two weeks of the meeting.

The Local Authority must notify the parent/carer or young person and the school of its decision within four weeks of the Annual Review meeting. The Local Authority will decide whether to maintain the EHCP without amendment, amend the EHCP, or cease to maintain the EHCP.

### **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 SENCO 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 SENCO, to share the ILP with the parents.

### **Criteria for exiting the SEND register**

Where review indicates that a pupil no longer requires special educational provision that is additional to or different from that made generally for pupils of the same age, the school may determine that SEN Support is no longer required. This decision will be discussed with the pupil and their parents/carers and informed by evidence of the pupil's progress, needs and the sustainability of that progress.

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.

Where appropriate, the Federation will discuss referrals to external agencies with parents/carers and seek consent where this is required. Parents/carers will be kept informed of relevant professional involvement and advice. This does not affect the Federation's duties to share information or make referrals where required by safeguarding or other statutory responsibilities.

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
- 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 SENCO, 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 SENCO 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 SENCO 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**

Particular attention will be given to transition between Nursery and Reception, Infant and Junior school and Junior and Secondary school. Where appropriate, enhanced transition arrangements will be agreed according to individual need.

### **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 evidence indicates that provision is not resulting in the intended outcomes, the Federation will

review the pupil's needs and provision through the graduated approach and make appropriate changes.

Regular meetings between the SEND Governor, Deputy Headteacher and SENCO 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 Federation uses its delegated budget, including its notional SEN budget, together with any additional funding received, to support the identification of and provision for pupils with SEN.

Resources are deployed according to identified pupil need and may include staffing, targeted intervention, specialist advice, staff training, equipment, resources and reasonable adjustments.

Mainstream schools are expected to meet the costs of additional SEN support up to the nationally prescribed high-needs cost threshold, currently £6,000 per pupil per annum, before additional high-needs funding arrangements apply where appropriate. The notional SEN budget is not a separate budget or individual pupil entitlement but is an identified amount within the school's overall budget.

The effectiveness and impact of the Federation's use of SEND resources are monitored by school leaders and the Governing Body.

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

SEND is recognised as a whole-school responsibility. Professional development will therefore support all teachers and relevant staff to develop their knowledge and confidence in inclusive and adaptive teaching and in meeting the needs of pupils with 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.
- Ensuring that the Federation uses its best endeavours to secure that the special educational provision called for by a pupil's SEN is made.
- 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.
- Ensuring that the Federation publishes the required SEN Information Report and that it is reviewed and updated in accordance with statutory requirements.
- 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 (SENCO):**

- 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 high-quality inclusive and adaptive teaching, making appropriate adjustments to teaching and learning in response to pupils' individual strengths and needs.
- Retaining responsibility and accountability for the progress and development of pupils with SEN in their class, including where pupils receive support from teaching assistants or specialist staff.
- Working collaboratively with the SENCO 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 SENCO 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.

**Pupils:**

- Participating in discussions about their learning and support needs.
- Sharing their views and opinions about their experiences in school.
- Being supported, according to their age, development and communication needs, to understand their strengths, needs, support and next steps and to participate as fully as possible in decisions about their education.

**Designated Safeguarding Lead (DSL)**

The Federation recognises that pupils with SEND may have additional safeguarding vulnerabilities. The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads work with the SENCO and other relevant staff where safeguarding and SEND needs overlap. Details of the Federation's current DSL and Deputy DSLs are available in the Safeguarding and Child Protection Policy and on the school website.

**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. Relevant SEND records will be securely transferred to the pupil's receiving education setting in accordance with data protection requirements, record-retention requirements and the Federation's information management procedures.

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

**Accessibility**

Under the Equality Act 2010, schools have a duty to make reasonable adjustments for disabled pupils and to plan strategically to improve accessibility over time.

The Federation maintains and publishes an Accessibility Plan which sets out how it will: increase the extent to which disabled pupils can participate in the curriculum; improve the physical environment to enable disabled pupils to take greater advantage of education, benefits, facilities and services provided by the schools; and

improve the availability of accessible information for disabled pupils.

The Federation will consider reasonable adjustments on an individual basis and will keep its accessibility arrangements under regular review.

Oakridge Schools Federation seeks to ensure that disabled pupils can access the school environment, curriculum, information and wider school life, with reasonable adjustments made according to individual need.

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 and carers**

The Federation recognises parents and carers as important partners in identifying and meeting pupils' needs. Parents/carers will be involved in decisions about their child's SEN provision and will be kept informed about their child's progress, support and any significant changes to provision. The school will provide regular opportunities to discuss progress and outcomes and will seek parents'/carers' views as part of the graduated approach. The SENCO can be contacted through the school office. Consent will be sought for referrals to external agencies where required.

### **Complaints procedures**

Concerns about SEND provision should wherever possible be resolved through discussion with the class teacher and/or SENCO in the first instance. Where a concern remains unresolved, parents/carers should follow the Federation's Complaints Policy.

Parents/carers may also seek independent information, advice and support from Hampshire SENDIASS. Details are available through the school's SEN Information Report and Hampshire SENDIASS website.

Complaints concerning certain aspects of an EHCP or Local Authority decisions are subject to separate statutory disagreement resolution, mediation and appeal arrangements.

### **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.

**Legislative and statutory framework**

This policy has been developed with regard to:

- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014, as amended
- SEND Code of Practice: 0 to 25 years
- Equality Act 2010
- Education Act 1996
- Supporting pupils at school with medical conditions – statutory guidance
- current statutory assessment guidance applicable to primary schools
- current safeguarding and child protection statutory guidance
- Teachers' Standards
- the Federation's Accessibility Plan, Equality information and objectives, Supporting Pupils with Medical Conditions Policy, Safeguarding and Child Protection Policy, Behaviour Policy and Complaints Policy.

The Federation will have regard to any subsequent amendments to legislation, regulations and statutory guidance during the lifetime of this policy.

## **Glossary**

**Annual Review** – the statutory process through which an Education, Health and Care Plan is reviewed. The Local Authority must review an EHCP at least every 12 months.

**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 statutory legal document which describes a child or young person's education, health and social care needs, the outcomes sought and the provision required to meet their identified needs.

**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.

**CLA/LAC** – Child Looked After/Looked After Child – a child who is looked after by a Local Authority under the relevant statutory arrangements.

**ILP** – Individual Learning Plan – a working document which should outline the provision the child is receiving i.e. the extra support the pupil 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 and Disabilities. The term is used to describe children and young people who have special educational needs and/or disabilities.

**SEN Register** – the school's record of pupils who have been identified as requiring SEN Support or who have an Education, Health and Care Plan.

SENCO - Special Educational Needs Co-ordinator - The qualified teacher, or headteacher, responsible for coordinating SEN provision and the day-to-day operation of the school's SEND Policy.

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