



# Special Educational Needs & Disabilities Policy

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Signed: ..... Ms K Parr Headteacher

Signed: ..... Mr D Hammonds Chair of Governors

## 1. Rationale

Oaklands Community Primary School is committed to providing equal opportunities for all pupils to ensure that they have access to the benefits of a broad and balanced curriculum.

This Special Educational Needs and Disabilities Policy should be considered along with the school's equal opportunities policy, behaviour policy, personal care policy, accessibility plan and audit, Oaklands SEND Local offer and the admissions arrangements.

Oaklands Primary is a large mainstream primary with an autism base (placement allocated through the local authority statutory panel).

This policy sets out how the Special Educational Needs and Disabilities (SEND) needs of ALL pupils will be met, however there are some distinctions between mainstream SEND needs and the needs within the specialist Oaklands Centre Autism Base (AB).

## 2. Aims and objectives

The aims of this policy are to:

- Consider what Special Educational Needs and Disabilities are;
- To help create an environment, curriculum and ethos which caters for those needs in line with the Special educational needs and disability code of practice (2014);
- Consider current provision in light of current government guidelines at both Local Authority and National level;
- Identify the role and responsibilities of staff and individuals in providing for pupils with SEND;
- To ensure that pupils, parents/ carers and families are involved and informed of ongoing assessment and provision.

## 3. Definition of Special Educational Needs

A child has special educational needs if he/she has learning difficulties which calls for special educational provision to be made. Any child may have special educational needs at some time in their lives. Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age.
- have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.
- exhibit persistent social, emotional and behavioural needs which adversely affects his/her learning opportunities.

*We care, we learn, we succeed*

All staff are responsible for identifying and providing for children who may have special educational needs and early identification is considered a priority. For pupils within the AB their needs have already been identified within their EHC Plan and are reviewed annually (or sooner if needed). Emerging needs for all pupils are identified through robust teaching and assessment and addressed.

#### **4. Special Educational Needs and Disabilities Code of Practice 0-25**

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

At Oaklands provision for pupils with Special Educational Needs or Disabilities is the responsibility of all staff. All teachers are the teachers of pupils with Special Educational Needs and teachers in AB are specialists in Autism.

We are committed to the early identification of special educational needs which then helps us to recognise what provision individual pupils need. This support is a graduated response as identified in the Special educational needs and disability code of practice (2014) as follows:

- **Provision for all**  
The child is identified as having an additional need which requires different provisions. This need can be provided for through a broad and balanced curriculum. This will be identified on planning and the school provision map.
- **SEN Support within mainstream classes**  
When it becomes clear that a child is failing to make appropriate progress within **Provision for All** additional support will be provided. This can be in the form of Wave 2 (small group catch up programmes) or Wave 3 (focused 1:1) interventions. **A child does not have to be identified as having SEN to access this additional support.** Interventions will be implemented that are different from or additional to those provided in the classroom provision for all.

A child can be moved to **SEN Support** through concern that, despite adapted teaching, one or more of the following statements are true:

Pupils...

- make little or no progress, despite targeted teaching of weaknesses;
- demonstrate difficulty in developing English or maths skills;
- show persistent emotional/behavioural difficulties which are affected by behaviour management strategies;
- have sensory/physical difficulties and despite the provision of specialist equipment make little progress;
- experience language, communication and/or interaction difficulties and despite experiencing an adapted curriculum make little or no progress.
- The class teacher will discuss their concerns with the Inclusion Leader who together will build a profile of the child's strengths and weaknesses. This may be achieved using observational assessment,

discussions, formal assessment etc. It is important to establish the nature of the special need or needs.

- The information acquired will then be used to plan appropriate provision and monitor progress. We will record, on a One Page Profile (1PP), the strategies used to support the pupil. The 1PP will, where appropriate, be written with the pupil and always with direct knowledge of the pupil and will detail a child or young person's likes/dislikes, how they like to be supported and who can help them, in addition to short term targets which are set for the child and the strategies to be used to support success. It will indicate the outcomes which are recorded at review as well as the date for when this review will take place as well as the interventions needed to help the child meet their outcomes.
- The 1PP is shared and discussed with the Inclusion Leader, parents/carers and pupil.
- If the 1PP review or liaison between class teacher and Inclusion Leader identifies a need for further support or advice this will be sought from Somerset Inclusion Advice Line.

- **Statutory Assessment for an Education, Health and Care Plan**

For pupils who have been identified with complex needs and thus require significant multi-agency involvement, and where a child or young person has shown limited progress despite receiving individual support under SEND Support, it may be necessary to support them through an Education, Health and Care Plan (EHCP). The request for a statutory assessment of needs, leading to an EHCP can be made by parent/carers or school but usually all parties work together to ensure a holistic approach. The Local Authority, in conjunction with the parents/carers; the school and other agencies, can carry out a statutory assessment of a pupil's strengths and needs which may lead to them issuing an EHCP as well as access to additional resources, including high needs top up funding.

## **5. Access to the curriculum for ALL pupils**

All children are entitled to a broad and balanced curriculum, which is adapted where needed to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

How do we do this?

- Access learning through a range of strategies that meet pupils' special educational needs. Lessons have clear learning objectives; work is adapted appropriately, and assessment is used to inform the next stage of learning.
- One Page Profiles, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into achievable targets, whilst constantly considering each child as an individual learner, we ensure that children experience success.
- At Oaklands we support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. In order to maximise learning there are times when this will include children working in small groups, or in a one-to-one situation outside of the classroom.
- In the AB specialist staff adapt learning and expected progress to each individual pupil based on their ability and needs.

## **6. Allocation of Resources**

The Inclusion Leader is responsible for the operational management of the specified and agreed resourcing for special needs provision within mainstream, including the provision for children with an EHCP. The AB Leader is responsible for the operational management of the specified and agreed resourcing for the needs within the

AB. The headteacher informs the governing body of how the funding that has been allocated to support special educational needs has been deployed

## **7. Partnership with Parents and children**

- We work closely with parents/carers and recognise that supporting pupils with SEND, needs to follow a collaborative approach. We encourage an active partnership through an on-going dialogue with parents.
- Parents evening meetings are held twice a year and open sessions to look at books and meet with staff are held termly. Parents/carers of children with special educational needs are welcome to meet with the Inclusion Leader as well as their child's class teacher to discuss their child's progress.
- AB teachers will meet with parents/carers of children in the base and maintain regular contact/correspondence regarding pupils.
- Parents/carers are welcome to contact the class teacher if they have a concern regarding their child.
- We encourage children to take responsibility and have a key role in their learning. This is part of the culture of our school and relates to children across the school.
- Pupil targets and achievements are shared with parents/carers and families at parent's evenings and reported formally three times a year.

## **8. Admission arrangements**

We are an inclusive school who have children on roll with a range of needs. For Foundation Stage Pupils who are due to attend school for the first time, staff work closely with preschools, providers and settings to identify those children which may need additional support upon starting at Oaklands. A child who has been identified with an additional need may have a School Entry Planning meeting arranged to assist in their transition to school. The child's parents/carers, Oaklands staff, pre-school staff and other professionals who know the child work together to identify the child's strengths and needs as well as plan for support which may be needed to aid transition to school. For in-year admissions, allocation of spaces is dependent on availability. An exception is possible when a child is transferred via liaison with the Somerset Local Authority Statutory Panel for special educational needs and disabilities. Admission arrangements for the Autism Base are allocated directly by the Local Authority SEND Team; **priority for a base place is not given to Oaklands mainstream pupils.**

## **9. Transfer arrangements**

The staff work closely with other schools to ensure that pupils transferring at the end of Key Stage two, or at any point during their primary school career, are well supported and transition is carefully considered to ensure pupils' needs continue to be met.

The Inclusion Leader will liaise with other schools and provide current and relevant information pertaining to each pupil with regards their level of learning; specific needs and requirements; achievements; strengths and areas of concern. The AB lead teacher will lead transition arrangements for the pupils in the base.

At the end of Key Stage two additional visits to secondary schools / Key Stage Placement are planned for and supported by staff from Oaklands to help reassure vulnerable pupils.

## **10. Roles and responsibilities:**

### **The Role of the Inclusion Leader**

- manages the day-to-day implementation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;

- oversees the records of all children with special educational needs;
- liaises with parents of children with special educational needs;
- liaises with external agencies and other support services;
- monitors and evaluates special educational needs provision, and reports to the governing body;
- manages human resources to enable appropriate provision to be made for children with special educational needs;
- contributes to the professional development of staff;
- liaises with appropriate professionals to ensure smooth transition at any stage.

### **The Role of the Class Teacher**

- Monitoring children's progress and identifying, planning and delivering any additional help children may need (this could be things like targeted work, additional support). The class teacher will inform the Inclusion Leader as necessary if a pupil has any gaps in their understanding or challenges with their learning so that additional support can be planned and provided.
- Class Teachers will refer to the Somerset Graduated Response Tool for SEND to inform targeted planning for SEND pupils.
- If needed, writing Individual Education Plans (IEP) known as a pupil One Page Profile. These profiles are written with pupils and shared and reviewed with the Inclusion Leader and parents regularly in order to plan provision and outcomes for the next term.
- Ensuring that all staff working in school are supported and informed to deliver the planned work/programme for pupils, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work or resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

### **The Role of the Headteacher**

- The day-to-day management of all aspects of the school, this includes the support for children with SEND.
- They will give responsibility to the class teachers and Inclusion Leader but is still responsible for ensuring that your child's needs are met.
- They must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

### **The Role of the Governing Board**

The governing body;

- has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs;
- does its best to ensure that the provision for SEND children is made and that it is of a high standard;
- ensure that children with special educational needs are fully involved in school activities as appropriate;
- will be involved in developing and subsequent reviews of the SEND policy, SEND Information Report and the Accessibility Audit and Plan.

## **11. Monitoring and reviewing**

- The Inclusion Leader monitors the movement of children within the SEND system in school. The Inclusion Leader provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

- The Inclusion Leader is involved in supporting teachers in drawing up Individual Education Plans (1PPs) and within the AB base the lead teacher monitors and reviews individual behaviour plans and learning profiles. The Inclusion Leader, AB Base Leader and the headteacher hold regular meetings to review the work of the school in this area. The Inclusion Leader and the named governor with responsibility for special needs hold half termly meetings.