



**Aspiration and Achievement
Policy for
Supporting the Special
Educational Needs of Pupils:
Information, policy and guidance
for**

**Oaklands Infant School
Butler Road, Crowthorne, RG45 6QZ**

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Purpose of this Document

This document sets out how Oaklands Infant School provides support to ensure that children and young people who have special educational needs and/or disabilities can access an education which is inclusive and responsive to their individual needs. It describes our graduated response to providing support which will enable all our pupils to succeed and have high aspirations. Children may be referred to as having additional needs meaning that at that time, they have requirements over and above that of other children of the same age.

This document describes the national requirements introduced by The Children and Families Act 2014 and how Oaklands Infant School will meet the requirements through the funding made available to us through budget and other funding streams. It also sets out under what circumstances we would refer to the local authority for an Education, Health and Care needs assessment.

This document does not replicate the legislation or the statutory guidance. Wokingham local authority has produced detailed documents which sit alongside this policy guidance.

Background

The Children and Families Act 2014

This Children and Families Act is wide ranging but this document is linked only to the areas which are about children and young people who have special educational needs/disability (SEND). The Act sets out a new context for ensuring that children and young people who have SEND are supported to access and benefit from the range of educational opportunities that are available, so that they are enabled to have fulfilling lives as members of their community. The Act is supported by statutory guidance, 'The Code of Practice: 0 to 25' (CoP). It is this guidance to which all local authorities, all publically funded early years and education settings, including academies and free schools and a range of national and local NHS bodies must 'have regard'.

The Children and Families Act has a statutory plan called an Education Health and Care (EHC) plan. The Act also introduces a single pre-statutory stage called 'SEN Support' and this is relevant at all age levels and educational settings.

What are schools required to do?

Schools and governing bodies have responsibilities to ensure that they plan on the basis that, at all times, some individuals and groups of children/young people will be experiencing difficulties with learning. At Oaklands Infant School we follow the advice of the CoP 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 SEN.
- Identify pupils with additional needs and disability, ensure parents are informed and provision is made in line with SEN and Disability Code of Practice and comply with Children and Families Act 2014 legislation.

- Publish the SEND policy and the school's Local Offer (in conjunction with parents, pupils and the Local Authority) on the school website and review regularly.
- Publish information on SEND funding and provision and monitor expenditure.
- Appoint a SEND governor and Special Educational Needs Coordinator (SENCO).
- Maintain a current record of number of pupils with SEND.
- Ensure SEND provision is integrated into the school improvement plan.
- Monitor progress of pupils with additional needs and disability and ensure provisions specified in EHC plans are in place.
- Ensure **all** policies take SEND into account through the Equality Impact assessments, including the 3I's Documentation.
- Keep under constant review the arrangements for pupils present and future with a disability or additional needs.
- Admit all pupils who meet admissions criteria, whether or not they have SEND, taking into account the complexity and severity of their disability and the school's ability to meet their needs in order that they may thrive.

The link between special educational needs and disability

Many children and young people who have additional educational needs may also have a disability. The Equality Act 2010 defines disability as '... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'. In this context 'long term' means over a year and 'substantial' means 'more than minor or trivial'. This definition includes long term health conditions such as asthma, diabetes, epilepsy, cancer and sensory impairments. Many children and young people who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the duties set out in The Equality Act, including the requirement on all public bodies to make reasonable adjustments.

This means that, where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education. If, with the appropriate non-discriminatory practices and reasonable adjustments, they can access education and make progress commensurate with their peers by accessing the resources 'normally available' to their educational setting, there will not be a need for them to be protected by an Education, Health and Care plan (EHC). Some of these children and young people with long term health conditions should have a Health Plan which addresses their safety, health and wellbeing whilst in the early years, school or college setting. The Department for Education (DfE) have published guidance, 'Supporting pupils at school with medical conditions' which can be found at:

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions>

Meeting special educational needs in Oaklands Infant School

1. What needs can the school meet?

At Oaklands Infant School we are committed to supporting a wide variety of Special Educational Needs, including learning, physical, emotional and behavioural difficulties. We endeavour to minimize barriers to learning within the constraints of mainstream education.

A child or young person has additional educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. The Code of Practice (2014) has the following definitions in paragraphs xiii to xvi.

A child of compulsory school age or a young person has special educational needs if they have 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 educational 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 in paragraph xiv when they reach compulsory school age, or would do if special educational provision was not made for them.

The Code of Practice defines special educational provision in paragraph x v as:

“Special educational provision for children aged two and over is educational provision that is additional to or different from that made generally available for other children or young people of the same age by mainstream schools, maintained nursery schools and mainstream post 16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.”

National figures continue to suggest that as many as 1 in 5 children and young people are, at some stage, considered to have additional educational needs. This means that mainstream schools, in particular, will always be employing a range of strategies to stimulate the learning of individual or groups of children.

Although the needs of children and young people often cross more than one ‘area of need’, the CoP uses four main categories of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

At Oaklands Infant School we will ensure that we meet the needs of all our pupils through the provision we have available and the advice and support of other specialist

professionals and practitioners and ensuring that we have the resources available, wherever possible.

2. How we identify pupils who are having difficulties with learning and/or special educational needs

Children are carefully monitored in all areas of learning including their emotional and social development as well as their academic progress. Monitoring is done through formal and informal methods and recorded clearly. Progress is monitored through observations and formal assessments which are carried out regularly throughout each year group. Children with extra needs are monitored through provision plans which summarises their difficulties and provisions that might be required to help them move forward. Any form of intervention is carefully monitored to measure the impact to ensure progress is made. Depending on the result of the progress made the intervention may be continued, ceased or changed in direct response to the child's needs.

It is the responsibility of all schools to provide good teaching and holistic support for all pupils/students. We believe that it is particularly important that pupils who have most difficulty with their learning are taught by good quality teaching staff and in our school, we believe that all teaching staff are teachers of pupils who have additional educational needs.

All children and young people are entitled to an education that enables them to make progress so that they: thrive 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.

Where our assessment has identified that a pupil is experiencing difficulties we follow a rigorous 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' and we ensure that:

- The class teacher carries out a clear analysis of the pupil's needs, supported by the school's SENCO
- The analysis includes data on progress, attainment and approaches to learning and the views of the pupil and their parent/carers and advice from any other support staff
- Where behaviour is an area of concern we use a behaviour support plan which draws on an analysis of Antecedents, Behaviour and Consequences
- We plan provision which can remove or minimize the barriers to learning for the pupil using evidence based and effective teaching approaches, appropriate equipment, strategies and interventions
- We provide support which may include differentiation, additional programmes, small group and/or occasionally individual support
- The class teacher retains the responsibility for the learning of the pupil even if the pupil is receiving support away from the rest of the class, for example, in a small group.

- We review the pupil's progress and development and decide on any changes to be made in consultation with the pupil (where appropriate) and their parent/carer.
- Where progress is limited we take advice from external specialists/practitioners and discuss their input, advice and support with parents and all staff involved
- Where assessment indicates that specialist services are required, we make referrals promptly.
- We draw up either a **Barriers to learning form** or IEP as necessary.

Our SENCO is: Mrs S Bunce
Contact details: 01344 774644

3. Involving parents in their child's education

Parents are key partners in their children's education. Evidence shows that children make most progress when their key adults work together. At Oaklands Infant School we demonstrate this by:

- Always discussing any concerns, we have with the pupil's parents at the earliest point
- Listening, and hearing, what parents say
- Identifying any outcomes to be achieved with parents
- **Discussing** interventions with parents
- Meeting with parents to review their child's interventions and progress
- Being honest, open and transparent about what we can deliver
- Making sure parents know who to contact if they have any concerns
- **Sending out an annual formal questionnaire where parents can comment anonymously and acting upon the information gathered.**

Where children and young people are 'looked after' by the local authority we have an additional role as we are all corporate parents. National figures show that children who are looked after are significantly over represented at school support stages and through statutory needs assessments. In order to ensure that we are responding appropriately we:

- Do not make assumptions based on a pupil's care status
- Monitor the progress of all our looked after children termly
- **Have an up to date Personal Education Plan which is easily understood by everyone involved ??**
- Ensure close working with the specialist services who support looked after children including the LAC nurse, social worker, Virtual Headteacher
- Normalise life experience wherever possible
- Ensure our looked after children, especially those with SEN are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities

4. Arrangements for consulting children and young people with SEN and involving them in their education

The Children and Families Act is clear that:

- All children and young people need to be supported to develop aspirations for their future lives as active members of their community
- All children and young people have the right to have their voice heard
- Involving children and young people in discussions about their learning, progress and how provision is made

At Oaklands Infant School we consult all pupils by spending time with them to talk through their achievements and discuss any difficulties. This usually happens informally, chatting with the child with a familiar adult.

In addition, where pupils have additional educational needs we ensure that:

- All pupils are encouraged and supported to make their views known. Strategies we use may include written comments, talking to a preferred adult, friend or mentor, drawing, etc
- Any interventions or strategies will be explained and talked about with pupils
- All pupils will be encouraged to monitor and judge their own progress in a positive and supportive environment using age appropriate methods.
- Reviews of progress are 'person centred', ie, they will have the pupil, their aspirations and needs at the centre of the review
- Reviews are always outcome focussed. Outcomes reflect what is important to, and for, the pupil

5. How we assess and review progress

Children are monitored on a regular basis through class work, discussion, observation, both formally and informally. Progress is shared with parents at parents' evenings and at extra meetings as arranged by the class teacher and/or SENCO. Outcomes are talked over and prioritised as necessary and other agencies involved if required, either to help with more precise monitoring or support with strategies to help move the child forward. We review as necessary and within the Assess, Plan, Do Review' cycle, both with the child and parents as well as other agencies. The SENCO contacts outside agencies as required and informed consent is gained from parents of named children. Parents are strongly encouraged to share any concerns they have with the class teacher and the SENCO and to maintain a professional, positive and respectful relationship.

6. Preparing for transition

Transition is ever present in our planning for pupils as we are constantly aware of the skills pupils will need in order to access the next part of their learning. When that learning is to take place in a new setting or phase, transition planning for this is a key task. Preparing for adulthood and the outcomes which will support independence and choice making, involves the graded development of skills. These skills begin at the earliest ages with opportunities to practice those skills at age and stage appropriate levels. For all pupils we make opportunities to practice developmental and transferable skills which will prepare them for life as members of their community.

We help to prepare all pupils for the next stage in their learning by regular opportunities to visit Oaklands Junior School throughout the year. Extra visits, usually within a small group, can be arranged to the school with a member of Infant School staff if a child is particularly worried. Children from the Juniors visit the Infants regularly. For pupils with additional educational needs we initiate a transition plan. This may include additional visits, child taking photos, creation of a booklet and/or use of social stories. The Oaklands Infant School SENCO meets with the Oaklands Junior School SENCO to share in details of any child with additional needs. There is a thorough change over between the year 2 teachers and year 3 teachers to ensure detailed information is shared regarding any child with additional needs. All paperwork is transferred either electronically by a secure system or in paperwork form. Most of the SEND staff from the local authority are the same for the Infant School as they are for the Juniors, so continuity is maintained.

7. The approach to teaching children and young people with SEN and how adaptations are made to the curriculum and learning environment

To support children, young people and their families the Children and Families Act requires all local authorities to set out a local offer. The Local offer is a description of support and services which are available to children and young people who have SEND, and their families, how services can be accessed and any criteria for accessing them. It is the opportunity to bring together in one place, information about provision, including how this can be accessed from a wide range of statutory and non-statutory providers including voluntary organisations. Wokingham's Local Offer can be accessed on <http://www.wokingham.gov.uk/our-local-offer-for-children-and-young-people-with-additional-needs/>

Wokingham Local Authority has set out what it expects should be available in all mainstream settings to meet the needs of children and young people without recourse to a statutory EHC needs assessment. The document 'Ordinarily Available Provision- A graduated Response PVI and Early Years v13 01.2022' lays out what can be reasonably provided by education settings from the funding available to them, and can be found on the Wokingham Local Offer page.

8. The expertise and training of staff to support children and young people with SEN, including how specialist support will be secured

All staff have access to training through Wokingham School Hub and can access training provided in groups or bespoke training from Wokingham's Educational Psychology Service, although this has become very limited due to cut back-backs and staffing difficulties. The SENCO has access to training through monthly Network meetings provided by Wokingham SEND. The National College and Speech and Language Team provide some training that is accessible to all. Through the CORVUS trust, school cluster group, SLT, staff questionnaires training needs are identified and training planned in a cost-effective way, as well as using cluster meetings as a professional forum to share expertise across schools.

The knowledge of the current staff around predictable SEN is already well established and training is updated regularly. New staff would receive the appropriate training as needs dictate. For more exceptional needs, training would be sought and provided accordingly.

SENCO

Legislation requires that

- the SENCO must be a qualified teacher working at the school
- any newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO 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 Co-ordination within three years of appointment
- a National Award must be a postgraduate course accredited by a recognised higher education provider
- Schools should satisfy themselves that the chosen course will meet these outcomes and equip the SENCO to fulfil the duties outlined in this Code. Any selected course should be a least equivalent to 60 credits at postgraduate study

Our SENCO has responsibility in school for:

- With the Headteacher and Governing body, determining the strategic development of SEN policy and provision in the school
- Day to day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC 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 SEN receive appropriate support and high-quality teaching
- Overseeing the day to day operation of the school's SEN policy
- Co-ordinating provision for children with SEN

- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEN
- 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 a pupil 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 SEN up to date

In order to carry out these duties effectively, as a school we ensure that the SENCO has sufficient time and resources to carry out these functions. This includes providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

9. Evaluating the effectiveness of our provision

Most children and young people who have additional needs or disability respond to quality first teaching. Where individual or different interventions are used these will be evidence based and our progress tracking allows us to verify that the interventions are effective. Sometimes individual pupils respond to different interventions and approaches. Where we try a different approach or intervention we will measure its efficacy by measuring the outcomes achieved by the pupil and consider the cost of the intervention.

Firstly, the children's individual needs are recognised, then if required an intervention will be matched to their needs. Each intervention has a way to monitor the progress made. If the child is making progress then the intervention may continue, if not it could be changed, or ceased. Sometimes it may be necessary to consult the Educational Psychologist or other outside agencies for advice at this stage.

10. Inclusive Practice

We ensure that all our pupils, but particularly those with additional needs and disability are fully included in the activities available, accepting that sometimes this will mean additional arrangements and risk assessments to allow them to take part in activities.

11. The Social and Emotional Development of our Pupils

- We have a trained nurture assistant who responds to children's emotional needs.
- A joint document with the Juniors monitors the progress of Social and Emotional Development in particular pupils and provides continuity.
- Where need dictates, small group supports may be initiated.
- Before an EHCP review the child is asked about school, the subjects they like/dislike, what they enjoy and how they feel about lessons. They have this discussion with the class teacher or familiar adult whom they have built a relationship with.
- Children with additional needs are asked regularly about school and their achievements in an informal age-appropriate manner.
- We are aware that for children and young people with SEND, bullying is a major issue. Please see the school's [anti-bullying policy](#). Link doesn't work

12. Working with other professionals and practitioners

At Oaklands Infant School we are committed to working with other professionals and practitioners to ensure that we maximise the impact of our interventions whilst minimising duplication and disruption for pupils, families and practitioners. In order to do this, we:

- Listen to parents to ensure we know which services they use and are valued by them
- Ensure that we contact all practitioners working with our pupils to invite them to relevant meetings and reviews
- Use person centred approaches with all our pupils who have SEN to ensure that interventions are co-ordinated and so add extra value
- Value the contribution of all
- Engage with local authority services in a timely and professional way.

For example:

- ✚ We may hold 'problem-solving sessions' within our staff to support a child who demonstrates an additional need.
- ✚ Regular meeting with parents to 'problem-solve' together.
- ✚ The Schools within the COVUS Trust work together to promote effective SEN support and to ensure commonality in process across the Trust. Identify training needs and share good practice.

13. Arrangements for handling complaints about SEN provision

We know that all parents want the best for their child and we will always seek to resolve any concerns quickly. Where parents have a concern about the provision being made initially they should contact the SENCO. If this does not resolve the situation reference should be made to the Headteacher, and failing that the Chair of Governors. See [Complaints Policy](#) link doesn't work

14. Funding

How funding is made available to school to meet the needs of pupils who have special educational needs at SEN Support stage

Our school receives funding through a formula basis using indicators agreed by the School Forum. This notional funding, which is known as elements 1 and 2 allows us to meet the needs of a wide range of pupils who have special educational needs including those who require up to ten thousand pounds of extra/individual support (if child lives in Wokingham, and six thousand if living in Bracknell). Further information on funding for SEN can be found in the document 'Funding to Support Learners who have Special Educational Needs'.

Whilst elements 1 and 2 will meet the needs of most children and young people with special educational needs in our school, those with the most exceptional or complex needs may require additional funding, via an application to LA for an EHCP needs assessment and by request for further funding.

When would school 'refer to the Local Authority'?

'Referring a child to the local authority for a needs assessment' means that the person who submits the referral believes that the child's needs are so complex, severe and long-term that their needs cannot be met within the schools' own resources. The Children and Families Act has replaced Statements of SEN for any new referrals from September 2014 with a new process called Education, Health and Care needs assessments. The assessment will judge:

- Where the resources required to meet their special educational needs cannot reasonably be provided from the resources normally available to mainstream providers and
- Who have a significantly greater difficulty in learning than the majority of others of the same age.

The needs assessment may result in an Education Health and Care Plan providing statutory provisions. This plan sometimes comes with extra funding to meet the needs of the individual child or extra funding may need to be requested separately after the EHCP is granted. An EHCP is reviewed annually.

Low attainment does not automatically indicate a need for an EHC needs assessment as the progress made may still represent adequate progress relative to the child/young person's ability.

In all circumstances the school will ensure that, prior to submitting a referral to the local authority it has:

- Used all the resources available within the last 12 months
- Made any appropriate health referrals
- IEPs/provision plans which are relevant to the presenting need. Targets are SMART, reviewed and show progression
- Made provision which has is appropriate to the child, young person and specific to them/their needs
- Made provision which has been evidence based and cost effective
- Undertaken an assessment of unmet needs where appropriate
- Fully and appropriately involved parents
- Involved relevant professionals/practitioners have been involved in the last 12 months
- Evidenced that their advice/strategies being followed and evaluated.
- Completed at least two 'Assess, Plan Do Review' cycles.