



SEND Policy

Oaklands Schools

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Policy Statement:	This policy sets out how Oaklands provides support for pupils who have Special Educational Needs and/or Disabilities.
Purpose:	To ensure pupils with SEND can access an education which is inclusive and responsive to their individual needs, enabling all pupils to succeed and have high aspirations.
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Related Policies/Guidance:	Accessibility Policy Supporting children with Medical Conditions SEN information report Anti-Bullying Equal Opportunities Safeguarding and Child protection Policy Complaints Procedure

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Purpose of this document

This document sets out how the Oaklands Schools provide 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 maybe referred to as having Special Educational Needs, meaning that at that time, they have requirements over and above that of the other children of the same age.

This document describes the national requirements introduced by The Children and Families Act 2014 and how Oaklands School will meet the requirements through the funding made available to us through our budget and through 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 and these are referred to within the text.

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 publicly 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 'SEND 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. It is recognised that all Teachers are teachers of pupils with special educational needs or disability, therefore SEND is a whole school responsibility and requires a whole school approach.

It is recognised that at the Oaklands Schools 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 via the SEND Information Report.
- Identify pupils with SEND, ensure parents are informed and provision is made in line with SEND and Disability Code of Practice and comply with Children and Families Act 2014 legislation
- Publish the SEND information report on the school website and review regularly.
- Provide a link to the Local Authority's 'Local Offer': <https://www.wokingham.gov.uk/local-offer-for-0-25-year-olds-with-additional-needs/>
- Publish information on SEND funding and provision and monitor expenditure.
- Appoint a SEND governor and Special Educational Needs Coordinator (SENCO) (see *SEND Regulations 2014*),
- Maintain a current record of number of pupils with SEND
- Ensure SEND provision is integrated into the school improvement 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 AND 3 I's documents.
- Keep under constant review the arrangements for pupils present and future with a disability or additional need.
- Admit all pupils who meet admissions criteria, whether or not they have SEND, considering the complexity and severity of their disability and the school's ability to meet their needs in order that they may thrive. The 'fair access' criteria maybe taken into consideration.

The link between special educational needs and disability

Many children and young people who have special 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 new 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--3>

Meeting special educational needs at the Oaklands Schools

Our Intent

At the Oaklands Schools, we believe that all our pupils are entitled to an education where they can make progress and achieve their full potential, irrespective of Special Educational Needs and/or Disability. By providing a high quality broad and balanced curriculum that promotes self-respect and respect for others, our pupils become confident individuals who live fulfilling lives and are able to make a successful transition into adulthood. All staff are committed to supporting pupils with additional needs to thrive. We endeavour to minimize barriers to learning within our mainstream environment. Our teachers have the highest possible expectations for all pupils in their class and we believe that excellent SEND teaching is excellent teaching for all.

1. What needs can the school meet?

A child or young person has special 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 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 xv 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 special 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 CofP uses four main categories of need

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

At the Oaklands Schools 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 endeavouring to make resources available.

We recognise that:

- Each child is an individual with his or her own particular educational needs
- All children have a right to a broad, balance and ambitious curriculum, adapted to reflect their needs
- The nature of a child's SEND might be long or short term in one or more areas
- Our partnership with parent/carers is key to ensuring appropriate and effective SEND provision

We have over the years provided for pupils with individual needs such as: autism, attachment disorder, ADHD, Tourette's syndrome, hearing or visual impairment, dyspraxia and dyslexia.

2. How we identify pupils who are having difficulties with learning and/or special educational 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 teachers and in our school, we believe that all teachers are teachers of pupils who have special 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.

In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals

Code of Practice 6.38

Oaklands schools identify children/young people with special educational needs and disabilities through:

- Routine detailed hand-over between, pre-schools and nurseries and other schools that children may have attended.

- Home visits by the Foundation Stage staff.
- Visits by the SENDCo or Family Support Advisor or other relevant member of staff to pre-schools, nurseries or child's previous school where an additional need has been identified.
- Reports and conversations with professionals from outside agencies as relevant.
- Tours of the school.
- Information from parents sometimes via Individual meetings with parents by relevant staff members.
- Clear analysis of pupils needs via On-going teacher observations and assessments
- Checking progress using analysis of attainment and progress data, approaches to learning, pupil voice, parent voice, observations from all staff, professional reports and assessments, standardised test results and other class assessment information.
- Where behaviour is an area of concern we use a behaviour support plan which draws on the analysis of Antecedents, Behaviours and consequences.
- Identification through observations by class teacher and other members of staff where relevant.

If you think your child has SEND contact the class teacher initially regarding concerns. If concerns continue contact the current SENDCO at Oaklands, [Mrs Suzanne Bunce](#). She is a member of the Senior Leadership Team and can be contacted on the school telephone no. – [01344 774644 \(Infants\)](#) [01344 773496 \(Juniors\)](#) or by email : send@oaklands-crowthorne.com

Where our *assessment has identified that a pupil is experiencing difficulties we follow 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 continues to carry out a clear analysis of the pupil's needs, supported by the school's SENDCo.
- 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 within the school's capacity.
- In the first instance we support pupils to access the quality first teaching through various strategies and carefully planned differentiation.
- we provide support which may include differentiation, additional programmes, small group and/or individual support as dictated by staffing and financial capacity.
- 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
- we draw up an Individual pupil profile and education plan. An example is featured in On-going teacher observations and assessments see Page 18 and 19.

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 the Oaklands Schools 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 and make sure everyone is clear of the next steps
- discussing any 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 questionnaire where parents can comment anonymously.

Where it is decided to provide a pupil with SEN support, the parents **must** be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

Code of Practice 6.48

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
- have an up to date Individual Pupil Profile 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 SEND are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities

Parents are strongly encouraged to share any concerns they have with the class teacher and the SENDCo and to maintain a professional, positive and respectful relationship.

4. Arrangements for consulting children and young people with SEND 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 the Oaklands Schools we consult all pupils by spending time with them to talk through their achievements and discuss any difficulties as part of everyday school. This usually happens informally, chatting with the child with a familiar adult.

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

- all pupils are encouraged and supported to make their views known. Strategies we use may include written comments, sorting pictures, talking to a preferred adult, friend or mentor, drawing, etc.
- any interventions or strategies will be explained and discussed with pupils
- all pupils will be encouraged to monitor and judge their own progress in a positive and supportive environment
- reviews of progress are 'person centred' i.e. 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 by their class teacher and other relevant staff on a regular basis through *assessments class work, discussion, observation, both formally and informally to evaluate progress, evaluate intervention and plan next steps. Progress is shared with parents at parents' evenings and at extra meetings if required as arranged by the class teacher and/or SENDCo. Where an additional educational need has been identified, reviews are embedded within our graduated response via the 'Assess, Plan, Do Review' cycle. Pupils and parents are fully involved in this process wherever appropriate and their views maybe incorporated into the outcomes for the following cycles.

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.

Transitioning from pre-school, nurseries or from home into the Foundation Stage

Children are welcomed to stay and play sessions and school visits. Parents have the opportunity to attend tours, and a parent meeting to learn more about how they support their

child with starting school. All familiarise are offered a home visit by a member of the Foundation Stage Team. If a child has been identified already has having an additional need, then extra visits can be arranged, sometimes with their previous setting supporting them too. Where deemed necessary, the SENDCo will visit the previous setting and meet parents prior to starting school. There is also an opportunity for extra home visits if required.

Transitioning from Infants to Juniors

The 'buddy' system which children take part in from Foundation throughout their time at the Infants, supports the easy transition to the Juniors. During Year 2 all children have several visits to the Juniors to become more familiar with the routines, staff and building. Children may be offered extra visits in a small group if they are particularly anxious. In extreme circumstances, where there is a considerable concern regarding the transition a 'transition plan' could be written and extra funding may be applied for to support this transition period. There is a thorough transfer of information between year 2 and 3. At Oaklands we liaise closely with all feeder schools to support the transition for children and families moving between Key Stage 1 and 2.

Year 6 to Secondary School

We help to prepare all pupils for the next stage in their learning by: encouraging visits to the local schools when they hold open evenings, undertaking transition and protective behaviour work in Year 6, planning for the Head of our main secondary school to visit with two of our ex-pupils, now in year 7 and ensuring attendance at induction days. For pupils with SEND, in addition, we arrange an extra visit before the Induction day and accompany the children on their walk to and from our local secondary school. In extreme circumstances, a transition plan maybe written and implemented.

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

<https://www.wokingham.gov.uk/children-families-and-young-people/send-local-offer>

Schools are required to publish their information report on their website which details the processes and provision that the school may provide.

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. This document, 'SEN Support:

what Wokingham expects can be reasonably provided by education settings from the funding available to them' can be found on the Local Offer page.

Class teachers are responsible for the planning and teaching of their SEND pupils. This may be with the support of a Learning Support Assistant, who is directed by the class teacher. Quality first teaching and differentiation is a priority and ensures that SEND pupils are planned for and that their learning activities and /or curriculum are designed to build on the knowledge and understanding already acquired. Each child's needs are individually assessed and strategies used will be based on individual needs. Different children will require different types and levels of support and the school will use their best endeavours to provide this.

Strategies might include:

- Differentiated activities
- Visual support, including pictures, writing frames or word banks
- Visual timetables
- Working Walls
- Small steps with specific achievable targets
- Social stories
- Multi-sensory approach to activities
- Modelling and scaffolding
- Nurture groups
- Interventions
- Strategies suggested by external agencies

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

The staff at the Oaklands Schools are experienced in providing and supporting a broad and balanced education for a wide range of SEND pupils.

We have access to training via the Wokingham School Hub and also training from outside agencies can be arranged as necessary. As a member of the CORVUS trust, we can identify training needs and plan training in a cost-effective way, as well as using our Trust Forum meetings as a professional platform to share expertise and best practice. Training needs are also identified through staff performance appraisals and data meetings. The knowledge of the current staff around predictable SEND is already well established and training is up-dated regularly. New staff receive training as needs dictate. For more exceptional and unpredicted SEND, training is sought and provided accordingly.

At the Juniors all teaching staff and teaching assistants have recently had access to training in anxiety, neurodiversity, Holding Children in mind, and on-going training in the use of Thinking Skills in teaching, in line with the school's philosophy.

Both schools have had recent training around Speech and Language, Pathological Demand Disorder as part of Neurodiversity and effects of childhood trauma.

Between the schools there are six qualified HLTA's, four nurture assistants, five members are TEAM TEACH trained in methods of safe handling.

SENDCo- BEd (Hons in ARTS and Special Needs 3-12)

Postgraduate National Award for Special Educational Needs Co-ordination

Staff also:

- attend regular SEND staff meetings
- attend training, where available, is provided according to current needs
- attend termly class teacher meetings with the SENDCo to review and discuss children who have been or might be identified as having an additional need.
- The SENDCo attends regular meetings with other SENDCo's in the cluster group to share good practice
- The SENDCo attends termly SEND network meetings led by Wokingham Authority and provides feedback to staff
- are given opportunities to access training to further develop their knowledge and understanding of areas of SEND. This training is subject to availability and budget constraints.
- Attend NHS school link service training regarding Occupational Therapy and Speech and Language. Access to this training is subject to budget restraints.
- Attend selective training is provided via TES.
- act as mentors to other members of staff, sharing experiences and good practice and demonstrating delivery of interventions as appropriate.
- give feedback from courses attended at regular staff meetings.

The role of our SENDCO

The 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 at least equivalent to 60 credits at postgraduate study.

Our SENDCo 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 must ensure that the SENDCo has sufficient time and resources to carry out these functions. This includes providing the SENDCo 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

Class teachers ensure that children with SEND are planned and provided for through quality first teaching and differentiation. Teachers plan learning activities for SEND children, which build on their existing knowledge and understanding which fit cohesively within the lessons. The effectiveness of this is evaluated through ongoing in-class teacher assessment, marking, feedback and more formal assessments, progress tracking, book looks, lesson observations allowing us to measure and review the impact of this and whether additional support strategies and/or interventions are required. Interventions may therefore be matched to the child's needs and after review as a result, be changed or cease. This follows the rigorous 'Assess, Plan, Do Cycle'. In-class support and any additional interventions are based upon the needs identified by the class teacher, SENDCo and/or external professionals. Where we try a different approach or intervention we will measure its efficacy by measuring the outcomes achieved by the pupil and take into account the cost of the intervention.

10. Inclusive practice

We ensure that all our pupils, but particularly those with SEND are included in the activities available both in school and in out of school educational activities and trips. We are committed to making the Reasonable Adjustments necessary to ensure that our SEND children, where appropriate, can access activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities.

Additional access arrangements for out of school activities are planned for should the need arise. The needs of all children are considered when teachers complete their 'risk assessment' form for any out of school activity (Risk assessments undertaken are in line with Local Authority guidelines), sometimes where relevant separate risk assessments may be necessary.

At the Oaklands school we are very proud that the children with additional needs have represented the school at various sporting events and take part fully in all curriculum enhancement activities.

Admission and access arrangements for disabled pupils
Please refer to our accessibility plan on our school website.

11. The social and emotional development of our pupils

As part of normal classroom practice all children's social and emotional development is supported through the school's PSHE curriculum. At the Oaklands Schools we have incorporated the Project Soothe and parts of Therapeutic Thinking into our practice and curriculum to develop the children's emotional literacy so they can effectively communicate their emotional needs. Class teachers and other key adults in school are made aware of children who are experiencing social and emotional difficulties and will remain vigilant about emotionally supporting the child as part of their everyday classroom and school-based practice.

Pupil Profiles may include targets regarding Social and emotional areas. These are reviewed as part of our 'assess, plan, do, review' cycles.

At our schools we sometimes record children's Social and emotional development so progress, areas of difficulty and pinpointing targets is clearer. Pupils voice is gathered as appropriate.

We also can support by:

- Groups and sometimes individual sessions with the Nurture assistants.
- The Parents Support Advisor sign posting parents to relevant courses and support.
- Attention Autism Groups
- Time To Talk (Infants)
- Individual Emotional Literacy/Project Soothe sessions
- Lunch time clubs
- Sensory Circuits

Oaklands Schools have a Behaviour Policy which is embedded throughout the schools, supporting those children who require guidance and encouragement to reach our appropriately high expectations of behaviour. If necessary a Behaviour Support Plan is put in place and extra support from outside agencies may be sought.

We are aware that bullying is a national issue for all children and of particular concern for those with additional needs. Incidences are closely tracked and awareness is raised through PHSE lessons or class discussion immediately following an incident. Please see the schools anti-bullying policy.

12. Working with other professionals and practitioners including support services for parents of pupils with SEND

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them if the parents agree.

Code of Practise 6.47

At the Oaklands Schools 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 SEND to ensure that interventions are coordinated and so add extra value
- value the contribution of all
- engage with and refer families to health and social care bodies, local authority and/or academy services and voluntary sector organisations
- we meet with our educational psychologist regularly, planning to look at the needs of individual pupils, staff training and effectively tailoring our provision
- We may hold problem-solving resolution focused meetings with relevant stake holders.
- The schools within the CORVUS Trust work together to promote effective SEND support aiming for commonality in process across the Trust, identify training needs and share good practice.

13. Arrangements for handling complaints about SEND provision within the school are as follows -

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, in the first instance they should:

- Discuss concern with the class teacher
- Discuss concern with the SENDCO
- Discuss concern with the relevant head of school
- Refer to the Executive Headteacher, Mrs West
- If still not resolved the concern can be referred to the Chair of Governors.

If the issue is not able to be resolved, a complaint can be made via the School's Complaints Policy.

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

Our school receives funding through a formula basis using indicators agreed by the School Forum. This 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 per annum or 20 hours per week of individual support. Further information on funding for SEND 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 needs may require additional funding. This funding stream is called Element 3 or 'top up' and comes from a funding stream which is part of The High Needs Block held by the local authority on behalf of pupils and students in Wokingham aged 0-25. This funding, which provides resources to an Education Health and Care plan can also be accessed through the exceptional needs funding mechanism.

15. Exceptional Needs Funding

Wokingham has developed an Exceptional Needs funding model which can provide the additional resources to meet learning needs in mainstream settings. If schools feel that the support a pupil needs are exceptional, i.e requiring in excess of £6,000 individual support per annum or 20 hours of individual support per week, they may complete a request Matrix and submit this to the Exceptional Needs Funding steering committee who will either agree or reject the funding request.

We would apply for this funding stream particularly where the learning needs of the child/young person are exceptional but do not require a special school or significant levels of intervention from health or social care. Further information about exceptional needs funding can be found in the document 'Exceptional needs funding: Procedures and guidance'

16. When would school 'refer to the Local Authority'?

'Referring a child to the local authority' means that the person who submits the referral believes that the child's needs are so complex that they cannot be met from the resources which are normally available to a school. In the past any child who underwent a statutory assessment may have received a Statement of SEND which set out their needs, the targets they needed to achieve and the resources which would be provided to help them achieve them. The Children and Families Act has replaced Statements of SEND for any new referrals from September 2014 with a new process called Education, Health and Care needs assessments. These needs assessments may result in an Education Health and Care Plan.

Education, Health and Care plans are required by those pupils/students:

- 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

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.

When they receive a referral, all local authorities are expected to consider

‘-whether there is evidence that, despite the early years, school or post-16 institution has taken relevant and purposeful action to identify and meet the special educational needs of the child or young person, the child or young person has not made expected progress.’ Code of Practice (2014) 9.14

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
- Demonstrate the ‘Assess, Plan, Do, Review’ graduated approach through written Pupil profile/Individual Education Plans or Behaviour/provision plans which are relevant to the presenting need. Targets are SMART, reviewed and show progression (unless in exceptional circumstances)
- made provision which is appropriate to the child, young person and specific to them/ their needs within budget restraints.
- made provision which has been evidence- based and cost effective
- qualitatively and quantitatively demonstrated the **impact** of all provision and intervention
- 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



Oaklands Schools Pupil Profile



Date:

Name and photo

Strengths and interests
(motivators)

Triggers

Barriers to learning/Needs

What helps me?

Interventions

Running record

	F/S	Y1	Y2	Y3	Y4	Y5	Y6
Autumn							
Spring							
Summer							

Attainment (end of year)							
	F/S	Y1	Y2	Y3	Y4	Y5	Y6
R							
R bands							
W							
M							

Individual Education Plan- Assess, Plan Do Review Cycle 1

Date:

Review:

Assess (Why)	Plan (short term Targets)	Do (How)	Review/next steps