

**Outcomes
First
Group.**

**ACORN EDUCATION
AND CARE**

OptionsAutism

SEN Policy

Oakham Shires School

"Supporting pupils with an Education, Health and Care
Plan (EHCP) at Oakham Shires"



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1.0 Introduction and Aims

Our special educational needs and disabilities (SEND) policy aims to promote, drive and maintain consistently high standards of teaching, learning, and wellbeing across the school in order to support our pupils' needs across the four areas of SEND: Communication and Interaction, Sensory and Physical, Social Emotional & Mental Health and Cognition and Learning. We also recognise the need to support our pupils on their journey towards adulthood and therefore work towards the Preparing for Adulthood Agenda (PfA), focusing on the four key areas of Employment, Community Inclusion, Independent Living, and Health. The policy is designed to ensure that all pupils receive a learning experience that is appropriate to their needs and developmental stage with the intention that all pupils make at least expected progress or better.

We aim to provide every pupil with teaching and learning experiences that:

- promote the development of functional communication systems.
- promote the development of social and emotional regulation.
- promote the development of independence and life skills.
- promote the development of cognition and learning.
- are adapted to their needs and developmental stage.
- ensure all EHCP/P.E.P outcomes are met.
- ensure expected progress in all academic areas.

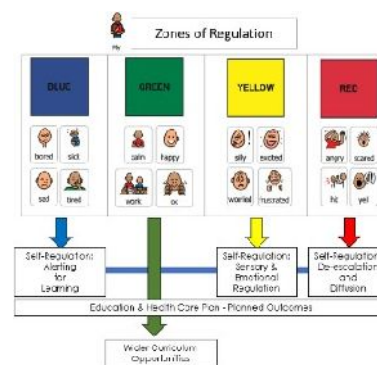
Curriculum Mission Statement

At Oakham Shires we want our pupils to be immersed in a curriculum that supports them to experience and develop an understanding of:

- skills to support functional communication, interaction, reading and literacy skills, enabling effective communication and safe access to a greater variety of community settings, wider learning opportunities, and build towards future independent living and employment opportunities.
- skills to support physical and sensory needs that link to positive social & emotional regulation and mental health, ensuring safe access to a greater variety of community settings, wider learning opportunities, and build towards future independent living and employment opportunities.
- skills to support the understanding and application of number to enable access to a greater variety of community settings, wider learning opportunities, and build towards future independent living and employment opportunities.
- what it means to be a human and how human behaviour impacts and shapes the world they live in.
- the visual, cultural, social and environmental aspects of the wider world beyond our school.
- the natural world and an appreciation for the animal species that inhabit the world and live alongside them.
- how to compare through the investigation and exploration of various processes and materials.
- the significance of people, places, events and inventions that have helped to change the world in which they live.

Our curriculum aims incorporating Zones of Regulation

At Oakham Shires we recognise that all pupils will need to develop core communication and interaction skills, learn how to manage their physical and sensory needs, impacting positively on their social, emotional and mental health before they are able to immerse themselves in the wider demands of the curriculum.



2.0. Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

3.0. Inclusion and equal opportunities

At Oakham Shires we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

4.0. Definitions

4.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4.2 Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

4.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

| AREA OF NEED | |
|-------------------------------|---|
| Communication and interaction | Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category. |
| Cognition and learning | Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: <ul style="list-style-type: none">• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia• Moderate learning difficulties• Severe learning difficulties• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment |

| AREA OF NEED | |
|-------------------------------------|---|
| Social, emotional and mental health | <p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p> |
| Sensory and/or physical | <p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p> |

5.0. Roles and responsibilities

5.1 The SENCO

The SENCO will:

- Liaise with parents/carers about pupil's needs and any provision made.
- Work with the headteacher and therapy team to determine the strategic development of the SEND policy and provision at Oakham Shires.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support our pupils who have EHC plans.
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils in liaison with the therapy team.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided.

- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned.
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner.
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Make sure the school keeps its records of all pupils with SEND up to date and accurate.
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy.
- With the headteacher, therapy team and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

5.2 The Headteacher

The headteacher will:

- Work with the SENCO to determine the strategic development of the SEND policy and provision within the school.
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.
- Have responsibility for monitoring the school's notional SEND budget and funding allocated by the LA to support individual pupils.
- Make sure that the SENCO has enough time to carry out their duties.
- Have an overview of the needs of the current cohort of pupils on the SEND register.
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review.
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school, and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

5.3 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach.
- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and consider how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy and the SEN information report.
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them.
 - Discuss the activities and support that will help achieve the set outcomes.
 - Identify the responsibilities of the parent, the pupil and the school.
 - Listen to the parents' concerns and agree their aspirations for the pupil.

5.4 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child.
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil.
- Given reports on the pupil's progress x3/annum.

The school will take into account the views of the parent or carer in any decisions made about the pupil.

5.5 The pupil

Pupils will always be given the opportunity and be supported to provide information and express their views about their SEND and the support provided. The pupil's views will be taken into account in making decisions that affect them, whenever possible.

6.0. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

7.0 Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher, therapy team and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

8.0. Links with external professional agencies

The school recognise that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with internal and external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

9.0 Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher/SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the class teacher/SENCO in the first instance. They will be handled in line with the school's complaints policy [Complaints-Policy-2023_24.pdf \(oakhamshires.co.uk\)](#)

If the parent or carer is not satisfied with the Oakham Shire's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area visit [EHCP Disagreements | Rutland County Council](#). You can request mediation by contacting Rutland's current provider for mediation and dispute resolution, Global Mediation, contact details and more information about this service can be found in or by visiting the [Global Mediation - Mediation Services in London & Nationwide](#) website.

10.0 Monitoring and evaluation arrangements

10.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our aims set out in section 1.0.

We will evaluate how effective our SEND provision is with regards to:

- Pupils' attendance, progress and attainment.
- LA audit visits.
- Company educational review by an Educational Consultant
- Whether pupils with SEND feel safe, valued and included in the school community.
- Comments and feedback from pupils and their parents.

10.2 Monitoring the policy

This policy will be reviewed by the Headteacher every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

11.0 Links with other policies and documents

This policy links to the following documents:

- The local offer [SEND Local Offer | Rutland County Council](#)
- Accessibility plan [Accessibility-Plan-2023_2024.pdf \(oakhamshires.co.uk\)](#)
- Behaviour policy [Behaviour-Support-inc-RPI-Localised-Policy-2023.pdf \(oakhamshires.co.uk\)](#)
- Equality information and objectives [Equality-and-Diversity-Policy-and-Procedure-OFG.pdf \(oakhamshires.co.uk\)](#)
- Attendance policy [Pupil-Attendance-and-Absence-Policy-2023_24.pdf \(oakhamshires.co.uk\)](#)
- Safeguarding / child protection policy [Safeguarding-Policy-Schools-2023.pdf \(oakhamshires.co.uk\)](#)
- Complaints policy [Complaints-Policy-2023_24.pdf \(oakhamshires.co.uk\)](#)