



Oakgrove School

SEND Policy

Introduction

As part of their statutory duties, the Governing Boards of all maintained schools must publish information about and report on the school's policy on Special Educational Needs and Disabilities.

The Education (Special Educational Needs) (Information) Regulations 1994 prescribe the information that schools must make available. This information is included within this policy.

This policy has been rewritten and amended (in January 2015) to reflect the SEND Code of Practice and 0-25 guidance, 2014.

Every teacher is a teacher of every child or young person including those with SEND. Oakgrove is a specialist provision for children with social, emotional and mental health difficulties (SEMH). As a result, the Headteacher has responsibility for the day-to-day operation of the School's Special Educational Needs Policy.

Oakgrove's Special Educational Needs and Disabilities Coordinator (SENDCO) is Helen Hammersley, Deputy Headteacher.

The SENDCO can be contacted at school on 0161 437 4956.
Email – schooladmin@oakgrove-primary.stockport.sch.uk

Aims

As Oakgrove is a specialist provision. It is well equipped to meet the individual needs of children with SEMH difficulties. The school offers a supportive, caring and nurturing environment where children's self esteem is encouraged through success and personal growth is encouraged through achievement.

Objectives

1. To identify and provide for pupils who have special educational needs, disabilities and additional needs.
2. To ensure that student's needs are clearly identified prior to their admission to the school so that they can be provided with the support that they need to help them to learn effectively.
3. To explain the procedures for identifying, assessing and reviewing children's special educational needs
4. To work within the guidance, provided in the SEND Code of Practice, 2014.
5. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
6. To provide a Special Educational Needs Co-ordinator (SENDCO) (Helen Hammersley) who will work with the SEND Policy.
7. To provide support and advice for all staff working with special educational needs pupils

8. To outline the range of services that may be available to children with special educational needs and disabilities (see Oakgrove's School Offer and Stockport's Local Offer)
9. To communicate how parents/carers can be encouraged to become working partners with the school to try to ensure the most effective education for their child.
10. To enable parents/carers to be aware of the complaints procedure so that they have a clear understanding of what to do if they feel that their child's special educational needs are not being appropriately met by the school.
(See complaints policy and our school website.)

Practice

The 2014 SEND code of Practice outlines 4 main areas of need i.e.:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

At Oakgrove we address the needs of the whole child which will include not just the special educational needs of the child or young person (from the 4 main areas above).

In addition, there are other factors (which are not considered to be SEND) but which may affect a child's attainment;

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

At Oakgrove we no longer identify behaviour (in isolation) as SEND. Where there are concerns relating to a child or young person's behaviour, we describe them as an underlying response to a need which we, as a provider, are able to recognise and identify clearly when we know the child/young person well.

All the children at Oakgrove have a current Education and Health Care Plan, which is reviewed annually. The educational provision made at the school for the individual pupil aims to meet the Special Educational Needs and objectives as outlined in the EHCP.

The Class Teacher is responsible for co-ordinating the Personal Support Plan which incorporates both Individual Behaviour and Education plans into one document.

All pupils within the school have access to the New Curriculum. Curriculum access is facilitated by taking an individual approach to learning. Many children have an Individual Education Plan which

outlines their learning targets in Literacy and in Numeracy if these are outlined on their EHCP. In addition, pupil's behavioural needs are addressed through the use of an Individual Behavioural Plan.

All pupils within the school have access to the New National Curriculum. This follows a creative and rigorous approach to the delivery of cross curricular topic themes. Within this framework the curriculum is carefully tailored to meet the needs of each class group and individual children within each class. Each child has individual learning targets in Maths and English. Where appropriate, as indicated in the child's Statement of Special Needs, these are detailed within the child's Personal Support Plan.

Arrangements for co-ordinating educational provision for children with SEND

Admission Arrangements

The school has a comprehensive Referral and Admissions Policy which has been agreed with the Local Authority.

The School has published a School offer, available on the School website:

<http://www.oakgrove-primary.stockport.sch.uk/school-offer/>

which parents/carers are invited to read alongside the Referral and Admissions policy.

Parents are also invited to read Stockport's Local Offer:

<http://www.stockport.gov.uk/atozindex/sendreform/localoffer/>

and visit the CYPDP website for more information on SEN(D) provision in Stockport:

<http://www.stockportcypdisp.org.uk/>

SEND Specialism

Oakgrove offers longer-term education to pupils who exhibit a range of social, emotional, mental health difficulties. The children admitted to the school may also have additional Special Educational Needs and/or diagnosed disabilities including Specific Learning Difficulties, Dyspraxia, Attention Deficit Hyperactivity Disorder, Language and Communication Disorder and Social Communication difficulties, Attachment difficulties, Sensory difficulties and Autistic spectrum conditions. The school is able to provide information for parents on a range of special educational needs and disabilities and can offer support to families via the Transition and Family Support Coordinator.

Prior to admission the school works closely with BSS (Behaviour Support Service) and the Local Authority to ensure that the child's needs are identified and assessed as fully as possible so that the appropriate support can be made available. The early identification of special educational needs and disabilities is promoted.

Allocation of resources to and amongst pupils with SEND

All students at the school have a statement of EHCP, identifying Social, Emotional and Mental Health difficulties (SEMH) as their primary need. The provision made for them allows for a favourable teacher-pupil ratio, with class groups of approximately 7 pupils with a Teacher and a Teaching Assistant in each class. We also currently have a Learning Support Teacher and a Behaviour Support Coordinator and a Transition and Family Support Coordinator who all contribute to meeting the needs of our children and families. In addition, there are 1-2 Teaching Assistants co-located at Outwood Primary School, working with Oakgrove children co-located at both schools.

Identification and assessment arrangements and review procedures

All pupils at Oakgrove have an Annual Review at which progress according to the special educational needs and objectives as outlined in the EHCP, can be discussed. Oakgrove follows the person-centred review format, where pupils are fully involved in the process of reviewing their EHCP alongside their carers/families and other professionals/agencies involved with the education and care of the child.

An Educational Psychologist (currently Corinne Winters) works closely with the school and will assist with the identification and assessment of the student's special educational needs. In addition to the routine updating of assessments through the Annual Review process, the school, the Educational Psychologist, LST, parents and any other agencies involved, work proactively together to investigate and address any issues that may arise or amend the EHCP, where appropriate to show achievements. Children at the school may experience changes in their behaviours, both positive and negative, as a result of both external and internal influences. The school works in partnership with parents/carers and members of the multi-disciplinary team to identify the cause of such changes and to identify strategies to support the child.

Pupils' academic attainment and achievement is recorded by class teachers, analysed by the SLT and discussed with teachers at termly pupil progress meetings. Where a child is seen to be attaining at a level below the national average for their age, they will access an intervention provided by Oakgrove's Learning Support Teacher (Rachel Davison). Such interventions may include: SERI (Stockport's Early Reading Intervention), BRP (Better Reading Partnership) and Motivational Maths. If a child has difficulties with their fine or gross motor skills they will access Motor Skills United (provided by the Behaviour Support Coordinator).

All children access the end of Key Stage SATs (unless their SEND means they should be disallowed access/or accessing the test would prove detrimental to them.) Where children have Speech and Language difficulties, usually identified on their EHCP, or after being referred to SALT (by school or another agency) children will receive support from Oakgrove's Speech and language therapist.

These assessments and interventions and the resultant progress are shared with parents/carers on a termly basis, via Parents' Evenings in the Autumn and Summer Terms and via an annual report in the Spring/Summer term and during the aforementioned Annual EHCP review, as well as on an ad hoc basis via phone calls or home visits throughout the year.

How children with SEND are integrated into school as a whole.

As a specialist provision for children with social, emotional, mental health and behavioural difficulties, all children are fully integrated into the life of the school. Pupils are taught according to their ability levels. Structured opportunities are provided for classes to interact during certain lessons in an attempt to help students to co-operate with each other. In addition, structured lunch and break time activities encourage children to be involved positively with their peers and to develop their communication and social understanding and skills.

Criteria for evaluating the success of Oakgrove's SEND policy

The key to the successful implementation of the Special Educational Needs Policy is matching provision to need via:

- The progress that individual children make according to their needs and objectives found on their EHCP.
- The progress that individual children make as set out in their Pupil Support Plan.
- The level of school attendance and the number of both temporary and permanent exclusions
- The level of multi-agency working and involvement including Health, Social Care, Education welfare/Services for Young People and Education Psychology
- The progress that individual children make in National tests, particularly in Literacy and Mathematics.
- The level of parental/carer feedback

Arrangements for considering complaints about SEND provision within school.

See Oakgrove's Complaints Policy and Safeguarding Policy.

SEND Training

The individual needs of the pupils at Oakgrove are many and varied. The school staff has special educational needs expertise which is shared internally whilst additional external support from the Authority can be called on when more specialist advice is needed.

Oakgrove staff are also involved in the delivery of a range of In-Service Training activities which aim to increase staff's skills in addressing various aspects of SEMH and other special educational needs.

Support Services/multi agency approaches

The school works within a multi-agency context and benefits from an understanding of the need to work in partnership with BSS, Health, Social Care, Ethnic Diversity, Youth Offending, Multi-agency Safeguarding and Support Hub (MASSH), Education Welfare/Services for Young People (SfYP) and the School's Psychology Service. In addition, the school has access to the Learning Support Service and the Advisory service including Special Educational Needs.

Communicating with and supporting pupils and their families/carers

The Annual Review represents the one formal occasion when parents are invited into school to review their child's progress. Everything possible is done to make Annual Reviews child-centred and accessible to parents/carers. The Annual Review meeting will consider whether or not a child's needs are being best met at the school as well as communicating to parents/carers the level of progress a child is achieving, in terms of their SEND. If it is felt that the child should move on to alternative provision the transition is well planned and supported.

The school aims to work in partnership with parents. The Family Support Coordinator conducts home visits to discuss pupil progress and to gather thoughts and feedback from parents. Parents are welcomed into the school and the pupils have a daily home-school liaison book to help parents to become more involved with their child's education and school life. In this book, staff relay positive news in addition to informing parents of any difficulties.

Parents are kept informed about the life of the school through regular phone calls as well as the annual report, termly newsletters, regular informal coffee mornings and events, and twice-yearly parents' evenings.

Links with other schools and transition arrangements

For many of the children who attend Oakgrove, a full-time mainstream placement is not appropriate due to the complexity of their social, emotional and mental health needs, in addition to their specific learning difficulties.

There are children for whom this is appropriate and for them we have developed a provision with an adjacent mainstream school, Outwood Primary, which enables us to give our children an opportunity to experience a mainstream setting with a view to re-integrating them, wherever possible, into full-time mainstream education. We have a support team (currently consisting of a Transition/Family Support Worker and a teaching assistant from Oakgrove) based at Outwood, who enable this. Pupils' time at Outwood is gradually increased, where appropriate, up to a full-time placement. This provision is a vital part of what Oakgrove offers its children.

Links with other special schools in the borough are encouraged through the Special Schools Alliance. This provides a forum for Headteachers to discuss and share information and expertise. Respective Chairs of Governing Boards also attend this meeting.

Transition into Oakgrove is done successfully via a close working relationship with BSS staff who pass on details of a child to Oakgrove e.g., the One Page Profile, EHCP, IEPs, IBPs, My Plan, any medical condition details and facilitate a visit to Oakgrove for the child and their family/carers.

Transition on to other schools is coordinated by the Transition and Family Support Coordinator who accompanies parents on visits to other schools and facilitates visits to the school for pupils to aid a smooth transition.

Transition from class to class within Oakgrove is decided throughout the Year and children move up to the next class in September depending on age, ability and levels of maturity and whether a more nurturing approach would still be beneficial for that child. A decision to move a child up to the next class is made by all staff and communicated to parents/carers well ahead of time.

Links with other agencies

The school aims to work within a multi-agency context. Links with the Health Service and Healthy Young Minds (HYMS – formerly CAMHS) and Primary Jigsaw in particular, are both developed and built upon for individual pupils. The school takes a proactive role and will refer children on to HYMS, after consulting with parents/carers, EP and other agencies, if it is thought that they are in need of such specialist support. Where Social Care are involved with a pupil and their family, links are encouraged by ensuring that Social Care is invited to any relevant meetings. Again, the school will also take a proactive role in helping the family to obtain Social Care support by making referrals if the family request this or this is deemed necessary, in line with our safeguarding policy.

Primary Jigsaw is a preventative and early intervention multi-agency team that works alongside Community HYMS and other services in Stockport. Although Primary Jigsaw does not work directly with children and families once admitted to Oakgrove, they will often have worked with the family. Close liaison with the service allows for relevant information to be shared.

Managing the needs of pupils with medical conditions

- Oakgrove recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Oakgrove will support pupils at school with medical conditions appropriately (by adhering to their care plan, following advice and guidance from medical professionals and parents/carers, via thorough risk assessment, regular communication with the child and their parents/carers and the appropriate health care professionals).
- Pupils with a Care Plan (provided to school by Stockport's School Nursing Team) will have this plan reviewed on a termly basis, by Oakgrove's First Aiders (currently Mary Breckwoldt, Abby Williams and Matt Comley).

Please see Oakgrove's policy on managing medical needs for all pupils available on the school website or contact school for a copy and recent guidance published by DfE; refer to www.sendgateway.org.uk

Monitoring and evaluation of SEND.

Oakgrove regularly and carefully monitors and evaluates the quality of provision offered to all pupils by:

- Annual CPD meetings of the SENDCO and the Headteacher, and termly supervision meetings between the SENDCO and the Headteacher.

- Termly meetings between the School Governor for SEND and the SENDCO, to update the Governor on any changes and to provide an opportunity for the Governor to question the SENDCO on practice and on any recent developments in SEND (following Governor training). Annual reporting to Governors and Parents/carers by the SENDCO (on recent developments in SEND). Annual review of this policy by the Governing Board.
- Oakgrove also audits parents and all staff and children, annually, to gather their views on the provision of support and resources and training at Oakgrove. These views are collated by the SENDCO and shared with the Governors, staff and Headteacher, annually.

Training and resources

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. (see above: SEND Training.)
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The SENDCO leads regular staff meetings, updating staff on changes to local and National SEND practice and legislation.
- The school's SENDCOs regularly attend Stockport's termly Primary SENDCO network meetings in order to keep up to date with local and national updates in SEND.
- The SENDCO is also part of a cluster of SENDCOs who meet regularly to discuss changes to SEND policy, with particular reference to person centred approaches.

Roles & Responsibilities

- Oakgrove's SEND Governor is Michael Clack
- The SENDCO (Helen Hammersley) is also the Designated Teacher with specific Safeguarding responsibility.
- The SENDCO (Helen Hammersley) is also responsible for managing PPG/LAC funding and liaising with the Virtual Schools team
- The Headteacher is responsible for managing the school's responsibility for meeting the medical needs of pupils.

Storing and managing information

- All pupil's SEND files are stored confidentially (for access only by school staff) in both paper copies and electronically (password protected.) When documents e.g., annual reviews, are forwarded to Stockport's SEN dept, they are password protected.
- SEND documents are forwarded to receiving schools (when pupils transition onwards) by hand (by a member of Oakgrove staff) and a signed receipt is obtained.
- SEND (paper) documents are not kept at Oakgrove once a child leaves Oakgrove. Electronic documents are archived and kept (in accordance with the Record Retention Scheme) until the child reaches 25.

Accessibility

Statutory Responsibilities

- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.
- Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.
- Oakgrove's Accessibility plan and strategy is available from the school office.
- Whilst only a few children at Oakgrove have dyslexic tendencies/a diagnosis of dyslexia, the strategies used to remove dyslexia as a barrier to learning, are used universally around school. As such, we pride ourselves on providing all children with a 'dyslexia-friendly' learning environment. We also recognise that many parents/carers may also struggle with literacy and reading, so wherever possible we will accompany letters home with a phone call to explain the context of a letter/information.
- Parents/carers can contact school staff at any time.
- Teachers and the Transition and Family Support Coordinator make regular telephone calls to families.

Bullying

- Oakgrove has a zero-tolerance approach to bullying of any kind. We see our learners as being amongst the most vulnerable so put a lot of effort into ensuring their safety is uppermost in all we do. See the school's anti bullying policy.
- All incidents of bullying are recorded and we regularly hold whole school anti bullying events and assemblies including a whole school e-safety week. Oakgrove audits the safety of all children and their families via annual questionnaires and shares these results with the staff and Governors.

Policy Review

This policy will be reviewed annually.